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EFFECTIVE CULTURAL DIVERSITY TRAINING PROGRAMMES FOR HOTELS

by

THABISO CARRINGTON NKITSENG

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of

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at the

College of Business and Economics

UNIVERSITY OF JOHANNESBURG

Supervisor: Dr H Kesa

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DECLARATION

I, **THABISO NKITSENG**, student number **200918003**, declare that this thesis submitted by me for the Master's Degree in Tourism and Hospitality Management at the University of Johannesburg is my own independent work and has not been submitted by me for another degree at any other institution.

T.C Nkitseng

04/06/2019

THABISO NKITSENG,

DATE



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However difficult life may seem, there is always something you can do and succeed at it. It matters that you just don't give up. - Stephen Hawkings

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ABSTRACT

Cultural diversity management is a term that has become of great importance in the South African labour force since policies such as Black Economic Empowerment were implemented. These policies have brought about forced cultural integration in the workplace that has resulted in conflict due to the lack of skilled leadership within companies in the discipline of diversity management. With South Africa having 11 official languages and various ethnic groups, cultural interactions have become an obstacle for both managers and employees with regards to efficient communication, subtle forms of discrimination and stereotyping experienced due to the lack of cultural intelligence and sensitivity.

An organization's ability to overcome cultural diversity-related issues depends on how they embrace diversity as well as the policies and initiatives enforced. The main objective of the study was to determine the need for effective cultural diversity training programmes within South African hotels. A quantitative research approach was employed with a self-administered questionnaire distributed to both hotel management staff and the entry-level employees. Qualitative data collection method was also utilized in the form of open ended questions which gave further clarity into the responses of the participants regarding the barriers associated with cultural diversity. Results of the study showed that South African hotels have a culturally diverse workforce, with numerous cultures present in the working environment. When investigating the barriers to diversity, it was noted that communication was not a factor but that racial and ethnic discrimination existed within the sampled hotels. The organizational stance of the hotels was that hotels generally endorsed a culturally diverse workforce, albeit not having adequate training in place to deal with cultural diversity-related challenges.

The findings of the research highlight the need for topic-specific training programmes that are tailored to address the cultural diversity-related issues identified in the study. The efficiency of mandatory diversity-related policies is brought into question, where re-evaluation of the effectiveness of the policies in rectifying diversity-related challenges is needed.

Key words:

Barriers

Cultural diversity

Discrimination

Training programmes

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LIST OF ABBREVIATIONS AND ACRONYMS

AA	Affirmative Action
BCD	Barriers of Cultural Diversity
BEE	Black Economic Empowerment
CDM	Cultural Diversity Management
CQ	Cultural Intelligence
EEA	Employment Equity Act
ILO	International Labour Organization
LGBT	Lesbian/Gay/Bisexual and Transgender
MNE(s)	Global Multinational Enterprise(s)
OSCD	Organizational Stance on Cultural Diversity
SPSS	Statistical Package for the Social Sciences
STH	School of Tourism and Hospitality
US	United States
USA	United States of America
UJ	University of Johannesburg

EXPLANATION OF TERMINOLOGY

Diversity: The concept of diversity refers to “the state of being different or varied”. The term is derived from the root “divers” or “diverse”, which in turn is derived from the Latin *diversus*, meaning, “turned in different directions” (van Vuuren, van der Westhuizen & van der Walt, 2012:156), it can therefore be defined as the differences among people.

Culture: Kurpis and Hunter (2017:31) states that culture depicts an individuals behaviour and their understanding of the beliefs and actions of other population groups which differ from their own.

Cultural diversity: Cultural diversity are the cultural characteristic that differentiate people, such differences being race, ethnic background, age, gender, education, physical appearance, socio-economic level, and sexual orientation (Yukl, 2013:363).

Globalization: Globalization refers to the process by which different economies and societies become more closely integrated and concurrent with increasing worldwide globalization. There has been much research into its consequences (Nilson, 2010:1191).

Multiculturalism: The coexistence and adaptation of individuals in a multicultural environment which encompass racial, cultural and ethnic diversity within a specified place such as a school, business, neighbourhood, city or nation (Wikipedia, n.d.).

Diversity training: Is defined as a form of initiative used to instill mutual respect for the differences amongst employees, resulting in a culturally sensitive workforce (Lim & Noriega, 2007:67).

Demographics: Demographics are defined as statistical data about the characteristics of a population, such as the age, gender, and income of the people within the population (Yourdictionary.com., 2018).

Black economic empowerment (BEE): BEE is defined as “An integrated and coherent socio-economic process that directly contributes to the economic transformation of South Africa and brings about significant increases in the numbers of Black people that manage, own and control the country’s economy, as well as significant decreases in income inequalities (DTI, 2007:12).

CHAPTER 1

BACKGROUND AND OUTLINE OF THE STUDY

1.1 INTRODUCTION

This chapter provides a background to the study, introducing the concept of cultural diversity in the workplace as well as the importance of effectively managing a multicultural workforce. The rationale of the study and the aim of the study are discussed, as well as the problem statement with research questions stated as well as the objectives of the study. The chapter concludes with an outline of the chapters to follow within the study.

1.1.1 Background to the study

The South African hotel sector is dominated by local and international hotel chains such as Southern Sun, Sun International, Protea Hotels, City Lodge Group, Legacy Hotels and Resorts, Accor Hotels, Rezidor Hotel Group, Hyatt, Hilton and Sheraton (Naude, Kruger & Saayman, 2013:331). Such organizations, like many others, have come to learn that to be successful they have to focus on entrenching diversity principles within their own organizational culture as well as management systems. These organizations truly value diversity and recognize it in the way they do business (Kumaran & Salt, 2010:online).

The emergence of globalization has brought the theme of diversity management to the surface as a critical matter and a procedure that even non-diverse firms are mandated to apply (Magoshi & Chang, 2009:44). Guðmundsdóttir (2015:175) states that globalization increased the level of intercultural interactions significantly. Globalization is therefore a force that is embedded in the present era of extraordinary technological progress has exposed both individuals and organizations to situations of cultural diversity in which they need adapt to in order to function effectively (Alon, Boulanger, Elston, Galanaki, Martinez de Ibarreta, Meyers, Muñoz-Ferrer & Velez-Calle, 2016:11).

As a result of globalization, many hotel organizations find themselves confronted with the issue of managing a culturally diverse workforce, as the workforce becomes global in nature (Ryan & Wessel, 2015:163; Shu, McAbee & Ayman, 2016:21), reflecting an increasingly greater percentage of non-natives (Rosenauer, Homan, Horstmeier & Voelpel, 2016:628) and thus culturally diversified workers (Li, 2017:42; Solomon & Steyn, 2017:2). Globalization, along with changing demographic patterns, has increased the need for leaders who understand the various cultures and possess the knowledge needed to influence and lead people who have different values, beliefs, and expectations (Yukl, 2013:347). Hence, culturally intelligent leaders who can manage a multicultural workforce effectively are in high demand (Sharpe,

2016:1) yet remain in short supply (Winn, 2013:10). To understand cultural diversity, Guillaume, van Knippenberg and Broderick (2014:1286) define it as an individual-level concept that illustrates the degree to which individuals differ from one another in terms of their cultural background. Van Vuuren *et al.*, (2012:156) further describe cultural diversity as the differences in ethnicity, background, disposition, nature and many more aspects.

The discussion on cultural diversity began in the United States of America (USA) specifically regarding the differences in ethnicity and gender. The discussion has now gone beyond restrictions of ethnicity and gender to include differences such as tall, short, thin, bald, blonde, intelligent, not so intelligent, and differences among subgroups such as age, sexual preferences, socio-economic status, religious affiliations, and languages (van Vuuren *et al.*, 2012:156). These aspects are highlighted in the second dimension of diversity, which includes other factors such as educational background, work experience, and marital status (Gardenswartz & Rowe, 2009:37). With the ever-increasing demographic field in the working environment, it is seen as a human resource task to ensure that managers recognize the evolving faces of the workforce in the hospitality industry and acknowledge it as a newly culturally diverse one.

As a result, many United States (US) hotel companies and restaurants have initiated diversity training with the intention of boosting the empathy of employees toward their diverse fellow co-workers and diverse clients (Reynolds, Rahman & Bradetich, 2014:443). Another reason why organizations are pursuing diversity management is to enhance the influence of diversity, as it will increase their competitive advantage over their competitors (Jauhari & Singh, 2013:269).

According to Ortlieb and Sieben (2013:488), organizations employ diverse employees to obtain critical resources like access to different sets of experience, worldviews and information regarding cultural sensitivities, in addition to compliance with legal requirements and gaining stakeholder legitimacy. Herdman and McMillan-Capehart (2010:40) report that organizations that succeed in creating a diverse environment and therefore a reputation that separates them from competitors, are able to successfully hire and retain employees from different backgrounds and cultures. However, for organizations to be successful in implementing diversity rules and regulations, management needs to understand employees' approach to diversity itself (Hofhuis, van der Zee & Otten, 2015:194). Avery, McKay, Wilson and Tonidandel (2007:876) explain in detail how important it is for an organization to invest in measures that ensure that diversity policies are well implemented. The measures include investing in quality assurance training for personnel to allow them to monitor the actions of employees and managers and ensure that diversity is well represented.

According to Figiel & Sasser (2010:12), the majority of Fortune 500 companies identified that a need for inclusiveness was expressed by the younger generation employees. By implementing strategies to encourage diversity and inclusion, those companies are now cultivating critical outcomes and breakthroughs that are being delivered by diverse teams. Figiel and Sasser (2010:12) also identified different ways to create a diverse environment:

...to be inclusive in benefit policies, send the message from top management throughout the organization, develop training programs and include maintenance of a diverse work environment in the performance expectations of managers.

1.2 THE RESEARCH PROBLEM

A research problem can be based on a question, an unresolved controversy, a gap in knowledge or an unrequited need within the chosen subject. An awareness of current issues in the subject and an inquisitive and questioning mind, with the ability to express yourself clearly is required to find and formulate a problem that is suitable for a research project. (Williman, 2011:32).

1.2.1 Identify the research problem

Cultural workforce diversity is a term that has assumed great importance in South Africa since policies such as BEE and Affirmative Action (AA) have been introduced, bringing about integration within the labour pool. South Africa with its 11 official languages (van Zyl, 2015:1) has increased the likelihood of intercultural exchanges, therefore making it a part of everyday life (Doğutaş, 2015:531). Managing a multicultural workforce presents some challenges owing to the numerous intercultural interfaces that bring about opportunities for cultural misunderstanding and tension (Ramirez, 2010:42; Smale, 2016:22; Jyoti & Kour, 2017:769). The forced cultural integration has resulted in conflict due to the lack of skilled leadership within companies in the discipline of diversity management. This is partly because compliance-based diversity management initiatives do not adequately address the process of inclusivity in terms of cultural understanding and valuing the differences that exist among diverse people (Hays-Thomas & Bendick, 2013:195). As a result, managers and employees lack the cultural intelligence (CQ) and sensitivity required during multicultural interactions, which can prevent the occurrence of cultural diversity-related barriers.

1.2.2 Statement of the problem

There is a lack of effective cultural diversity training programmes in South African hotels. This has made it difficult for managers and employees to function effectively in a multicultural work environment. According to Livermore (2015:3), leaders today face a formidable test in managing the challenge of a multicultural workforce. Globalization of the hospitality industry

has created a stumbling block for organizations as the need to employ capable and culturally flexible managers to manage operations has become a factor (Adegboye, 2013:212) due to managers lack of knowledge regarding which specific leadership tasks to perform to deal effectively with diversity-related issues in the workplace. Chua (2013:1547) describes cultural diversity as the founding factor in intercultural anxiety, tensions and conflict caused by differences in individuals' points of view, values and norm. This is why managing a multicultural workforce presents challenges in the form of cultural misunderstandings, subtle cultural cues, language barriers and discomfort that can occur during interracial interactions (Avery, Richeson, Hebl & Ambady 2009:1382).

Previous research indicates managers' attitudes as the reason why diversity management fails in the Norwegian hospitality workplace (Furunes & Mykletun, 2007:974), which is why cultural diversity programmes should be of immense value to hotels. According to Figiel and Sasser (2010:13), the failure of employees to assimilate diversity can be linked to management's lack of interest in diversity management. Young, Haffejee and Corsun (2017:31) argue that companies need leaders that are able to acclimatize themselves to new cultures. This is extremely important as a managerial role in a multicultural environment is crucial (Malik, Madappa & Chitranshi, 2017:327). Figiel and Sasser (2010:11) opine that:

The more managers understand the fields of diversity and emotional responses, the better they can understand the interaction between the tasks and social aspects of the workplace, as well as employee reactions to those elements.

There is an abundance of literature on diversity itself but very limited research on diversity management initiatives (Holladay & Quinones, 2008:343; Madera, Neal & Dawson, 2011:473). This is very evident in the context of the South African hospitality industry, where there is a great need for processes that are effective in dealing with cultural diversity-related issues.

1.3 RATIONALE OF THE STUDY

Diversity is a topic that has long been explored from one dimension, with little attention paid to the second dimension, which is known as cultural diversity. With the increasingly changing demographics of the South African population, managers and employees are finding it harder to deal with cultural workforce diversity issues due to lack of understanding, not only concerning the cultural backgrounds of employees but the managerial skills required to act accordingly when dealing with cultural diversity-based issues. Hotels in Pretoria such as the Manhattan Hotel, Premier Hotel, Arcadia Hotel, Morula Sun Casino and Hotel were contacted to enquire about their available training programmes. None could confirm that a cultural diversity training programme of any sort was implemented in the training of their staff or made

available for management and general staff. This could be attributed to the high costs associated with training initiatives. Hanson (2003:31) reports that companies spend an estimated \$8 billion (R115 billion) annually on diversity initiatives.

Singal (2014:11) reiterates the notion, stating that a multicultural workplace may be accompanied by increased costs in training of individuals in communication, coaching and managing conflict. The increased costs associated with cultural diversity training initiatives therefore highlight the need to track the efficiency of the training programmes and their contribution to better management capabilities within the hospitality industry in terms of dealing with cultural diversity-related issues. Reynolds *et al.* (2014:427) note that statistics show a need for quality diversity management in the service sector, such as in hospitality companies, which are historically known for a vast diverse workforce that complements their diverse clientele. Therefore, it is crucial for hospitality leaders to attempt to improve service offerings, based on diversity, to remain competitive (Reynolds *et al.*, 2014:430).

1.4 OBJECTIVES OF THE STUDY

1.4.1 Main objective

The objective of this study was to determine the need for effective cultural diversity training programmes within South African hotels, aimed at improving management along with its employees' abilities in dealing with cultural diversity issues in the workplace.

1.4.2 Sub-objectives

- i) Determine the perceptions of managers and employees on cultural diversity management, the barriers associated with cultural diversity in the workplace, as well as the organizational stance of hotels on cultural diversity;
- ii) Determine if there is a difference in perceptions across gender with regards to cultural diversity management, the barriers associated with working in a culturally diverse workforce, as well as the organizational stance of hotels on cultural diversity;
- iii) Determine if there is a difference in perceptions between managers and entry-level employees on cultural diversity, the barriers associated with cultural diversity in the workplace, as well as the organizational stance of hotels on cultural diversity; and
- iv) Propose recommendations to management on the various improvements that can be made so that training methods may be improved to assist managers and employees to better handle diversity issues.

1.5 RESEARCH QUESTIONS

1.5.1 Main research question

Is there a need to implement cultural diversity training programmes within South African hotels that can improve managers and employees abilities to better deal with cultural diversity associated dilemmas?

1.5.2 Sub-questions

- What are the perceptions of managers and employees with respect to cultural diversity, the barriers associated with cultural diversity, as well as the organizational stance of hotels on cultural diversity?
- Is there a difference in perceptions across genders on cultural diversity management, the barriers associated with working in a culturally diverse workforce, as well as the organizational stance of hotels on cultural diversity?
- Is there a difference in perceptions of managers and entry-level employees positions regarding cultural diversity management, the barriers associated with cultural diversity, as well as the organizational stance of hotels on cultural diversity in the workplace?
- What recommendations can be made to management concerning the implementation of improvements to ensure training methods are improved to assist managers and employees to better handle diversity issues?

1.6 SIGNIFICANCE OF THE STUDY

Studies have shown that for diversity efforts and changes to take effect, commitment from top management and support of diversity initiatives is crucial (Buttner, Lowe & Billings-Harris, 2006:359), indicating that diversity training should be conducted at all levels within the hospitality establishment structures and not only focused on the entry level or entry position jobs (Reynolds *et al.*, 2014:432). It is therefore imperative that for any cultural diversity training programme to succeed on a long-term basis, top management must be involved to ensure the implementation of these diversity practices while practising what they preach (Ahmed, 2006:761). Numerous studies have been conducted on the importance of cultural diversity, along with the recommended training programmes, but few studies exist on the importance of management participation within these programmes (Reynolds *et al.*, 2014:430).

Although management has enforced diversity programmes within their establishments, they do not have the necessary programmes that will help them in identifying and dealing with cultural diversity problems when handling their employees. It is vital that managers be sensitive to cultural differences so that they can review their own perceptions and behaviours

and manage their diverse employees more efficiently, otherwise these cultural barriers may cause discomfort and stress for the judged party involved (Hearns, Devine & Baum, 2007:534). Unlike previous research conducted, this study factors in both managers and employees' perceptions regarding cultural diversity, also on the challenges faced when it comes to cultural diversity. The study also evaluates the effectiveness of current training programmes which are in place.

1.7 CHAPTER OUTLINE

Chapter 1: Introduction: This chapter introduces the research and sketches a background to the research, stating the objectives of the study and its rationale. The chapter also briefly outlines the purpose and aims of the study. The research problem and sub-questions are discussed, to further emphasise the need for conducting this research.

Chapter 2: Literature review: The chapter reviews existing literature on the importance of cultural diversity within hospitality establishments, while highlighting the benefits of cultural diversity training programmes and the challenges associated with implementing such programmes. Furthermore, the chapter discusses the effect of cultural diversity on managers and employees and investigates the effectiveness of cultural diversity training programmes already in place.

Chapter 3: Research methodology: This chapter discusses the methodology employed by the study and the rationale for the research technique and approach utilized. The data collection instrument, sampling method and data analysis are discussed. Ethical considerations as well as the constraints of the study are discussed, to provide clarity on the ethical obligations to the participants and the limitations of the study.

Chapter 4: Data analysis, interpretation presentation: The chapter presents a discussion of all the data collected from the research and gives an interpretation of the data which is presented in tabular format. The research findings are explained by means of frequencies, frequency percentages, mean, standard deviations, exploratory factor analysis, as well as the reliability tested by means of Cronbach's alpha.

Chapter 5: Discussion of main findings: This chapter provides a discussion of the results, beginning with the demographic profile of the participants, followed by an interpretation of the mean, standard deviations and frequencies of the constructs within the questionnaire.

Chapter 6: Conclusions, recommendations and limitations: Chapter 6 provides the conclusion based on the analysis, interpretation and findings of the data compiled in the previous chapters. The findings are linked to the stated objectives of the study. Based on the

findings, the chapter suggests recommendations for future research, while providing insight into the limitations of the study.

1.8 CHAPTER SUMMARY

This chapter introduced the study, providing a background and outlining the rationale for the research. The problem statement, objectives of the study, and the research questions are discussed. A synopsis of the contents of each chapter concludes this chapter.

The following chapter, Chapter 2, reviews existing literature on cultural diversity training programmes and their importance within the hospitality industry.



CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The hospitality industry in many countries is becoming increasingly diverse demographically, ethnically, as well as culturally (Devine, Baum, Hearn & Devine, 2007:120; Mkono, 2010:866; Madera, 2013:129). The phenomenon of globalization has created organizations which now have multicultural identities in terms of demographics and result in the merging of cultures which identified the associated diversity between cultures (de Jong & van Houten, 2014:320). According to Huff (2013:596), organizations are not only becoming more culturally diverse because of globalization but are now competing in new foreign markets. This increase in diversity and change in markets has resulted in a greater demand to develop an employee's ability to interact with people from different cultures to ensure the success and sustainability of organizations. Globalization has also made the business environment so complicated that corporate success is always seen to be at risk. However, if people who think in different ways are able to act together then survival in any given situation is possible (Sophonsiri & O'Mahoy; 2012:125).

Cultural diversity initiatives have mainly focused on gender and race (Morrison, Lumby & Sood, 2006:279) in response to social, political, educational and economic changes in both the local and global environment. The term "cultural diversity" has since expanded to include gender, race, religion, ethnicity, income, work experience, educational background, family status and other differences that may affect the workplace (Heuberger, Gerber & Anderson, 2010:107). From the literature review which follows, an expansion on the content of culture as well as diversity is given. The benefits of a culturally diverse workforce are illustrated while also highlighting the importance of having a cultural diversity training programme that will assist in effectively managing a culturally diverse workforce. This chapter further explains the barriers or challenges associated with working within a culturally diverse workforce.

2.2 DEFINITION OF CULTURAL DIVERSITY TRAINING

2.2.1 Definition of culture

To fully understand the concept of cultural diversity training one needs to understand what culture and diversity as a whole mean. Kurpis and Hunter (2017:31) states that culture depicts an individual's behaviour and their understanding of the beliefs and actions of other population groups which differ from their own. The elements of culture include aspects such as attitudes, beliefs, norms and taboos (Cui, 2016:434). Culture is meant to depict how an individual lives,

talks, thinks and does things. It provides a guideline on the socially accepted behaviour of a person, as well as how to value diversity. It provides clarity on what is deemed correct, honest, true and important. It also creates rules and regulations within society to obtain stability and peace (Reisinger, 2009:105).

2.2.2 Cultural values and dimensions

Culture means “the collective programming of the mind that distinguishes the members of one group or category of people from another” (Hofstede & Hofstede, 2005:28). Values may differ from one culture to another and are what differentiate cultures from one another, depicting how they think, their beliefs and lastly, actions. Cultural values also play an important role in regulating customs and etiquette of managers and employees that occur in the workplace (Dong & Liu, 2010:224). It assists individuals by making sense of various situations; it creates priorities and determines what is right and what is a desirable form of behaviour (Fitzsimmons & Stamper, 2014:82). For companies to understand and recognize the cultural differences and values of employees, measurement of employee cultural values needs to be conducted so that action towards an effective cultural diversity training programme may be taken. Cultural differences and measurements of values assist the organization to recognize future needs in terms of the organization's culture, staff and clients. One of the tools used to measure cultural differences and values was created by Hofstede (Minkov, 2011:45), which allows us to distinguish the different cultures.

2.2.3 Hofstede's dimensions of cultural variability

Hofstede conducted well-known research on how values in a workplace are influenced by culture (Minkov, 2011:45). The studies showed both national and organizational culture value impacts. According to Yoo, Donthu and Lenartowicz (2011:194), Hofstede's cultural metrics was popularised as it covered the most important conceptualisations of culture and was empirically developed. Hofstede's five dimensions of national culture are listed as follows.

i) Power distance. This is the acceptance of an unequal distribution of power by employees within the organization. Leaders and managers in cultures with a high-power distance have more power purely as they are in a position of authority. Countries with high power distance, such as China, portray high levels of hierarchy, vertical communication patterns, and centralization of power. Within Chinese working structures, it can be noted that management have an autocratic form of leadership, where power is rarely distributed within the organization (Block & Walter, 2017:24)

ii) Individualism versus collectivism. This refers to the extent that individuals are integrated into groups (Block & Walter, 2017:25). Individualistic cultures such as those found in the United States represent cultures that are primarily concerned with them and individual decision-making, as well as personal responsibility is prioritised (Block & Walter, 2017:25). Collectivist cultures concern themselves with integrating in strong, cohesive groups, for example colleagues and families (Block & Walter, 2017:25). The collective culture of Africans, for example, prefers group-based activities that require the various ethnic groups to work together (Khan & Ackers, 2003:28). Such can be seen in South African hotels, where racial collectivism is apparent, for example Black people associating mostly with each other and standing together when confronted by another race, and also White individuals associating with each other both socially and professionally within the work environment, showing unity and loyalty to their respective races.

iii) Uncertainty avoidance. Uncertainty avoidance relates to a culture's tolerance and acceptance of uncertainty and ambiguity (Block & Walter, 2017:25). Uncertainty-avoiding cultures attempt to reduce unstructured situations by means of laws, security measures and through religion. Uncertainty-accepting cultures on the other hand tend to be more tolerant of different opinions, are comfortable in an unstructured environment with fewer laws and rules, and are considered risk-takers (Yoo *et al.*, 2011:197).

iv) Masculinity versus femininity. Masculinity versus femininity is a fundamental cultural issue which refers to the roles that are displayed between genders (Vacile & Nicolescu, 2016:37). Masculine cultures admire strength and is associated with individuals that exhibit power and assertiveness which is the complete opposite of femininity that encourages modesty, compassion and work-family life equilibrium (Solomon & Steyn, 2017:115).

v) Long-term versus short-term orientation. Long-term versus short-term orientation can be described as “the size of social, material and emotional need from a society to programme its members to accept delayed satisfaction” as cited in (Vacile & Nicolescu, 2016:37). Long-term orientated cultures are affiliated with thriftiness and perseverance whilst also accepting the future is when life's most central events will take place. In a business sense, long-term orientation is affiliated with strategic planning. Short-term orientated cultures on the other hand value social spending and believe in the now, the now in an organizational sense would be operational planning (Solomon & Steyn, 2017:9).

2.3 DEFINITION OF DIVERSITY

The concept of diversity refers to “the state of being different or varied”. The term is derived from the root “divers” or “diverse” which in turn is derived from the Latin *diversus*, meaning:

“turned in different directions” (van Vuuren *et al.*, 2012:156), Sharma (2016:3) defines diversity as any significant difference amongst people, which includes factors such as age, race, religion, profession, sexual orientation, geographic origin and lifestyle. Guillaume *et al.* (2014:3) argues that diversity is a broad concept and encompasses much more than merely visible demographic characteristics. Diversity takes into consideration individuals’ unique characteristics and experiences, communication styles, sexual orientation, religion, skills, expertise, marital status, values, attitudes and personality.

Heuberger *et al.* (2010:107) add that there are three important issues about managing diversity, which are:

- Diversity refers to all employees as well as the variety of individualistic differences associated with diversity, which make people unique. Therefore, diversity does not only encompass certain traits such as racial or religious differences but rather a combination of all differences.
- The concept of diversity describes differences among people as well as similarities. The successful management of diversity requires both aspects to be simultaneously managed.
- Managers need to integrate the similarities as well as the differences of individuals into their organization.

With that said, diversity is divided into different dimensions, the first dimension being the primary dimension which includes the inborn differences such as age, race, ethnicity, gender and disability (Mateescu, 2018:27). This dimension depicts an individual’s basic self-image and fundamental worldviews (Mazur, 2010:6). The second dimension includes aspects such as religion, beliefs, family background, culture, sexual orientation, lifestyle, and education. This dimension is less visible and affects the self-esteem and self-definition of individuals (Mazur, 2010:6). Lastly, the tertiary dimension deals with beliefs, assumptions, perceptions, attitudes, feelings and values (Mateescu, 2018:27) and these aspects explain the historical experienced moments of individuals (Mazur, 2010:6). Diversity dimensions depict the identity of individuals, which explain the similarities and differences found in the work environment (Mateescu, 2018:27). Within the dimensions of diversity, The Four Layers of Diversity model developed by Gardenswartz and Rowe (2009:37), seen in Figure 2.1, describes quite clearly the concept of diversity. It shows the treatment an individual will receive, whether or not they progress in the organization. Furthermore, it provides an indication of whether a person is an introvert or extrovert, reflective or expressive, quick paced or methodical, a thinker or a doer.

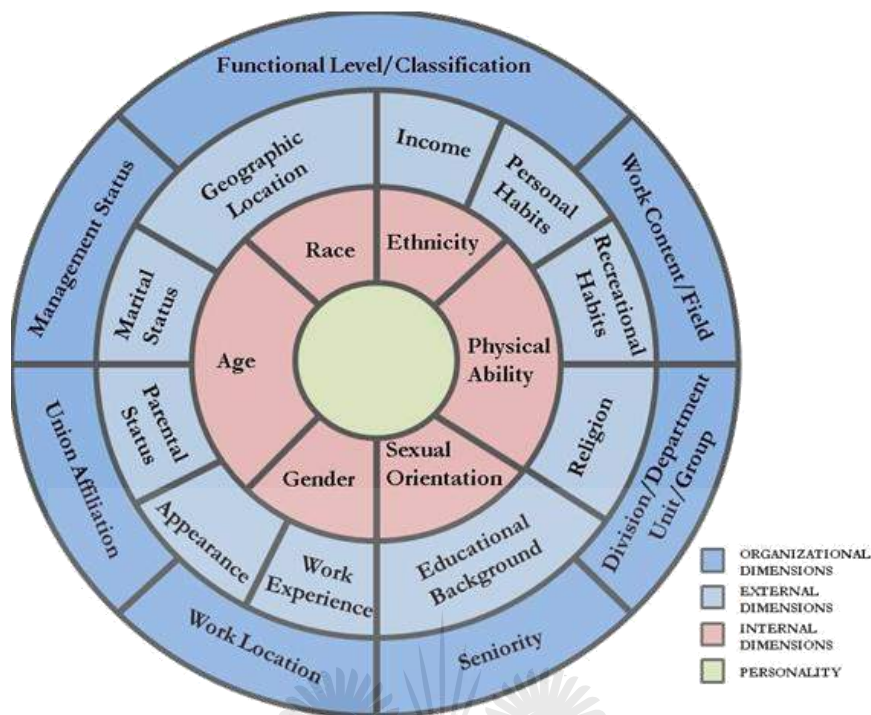


Figure 2.1: Four layers of diversity

Source: Gardenswartz and Rowe (2009:37)

Literature and past studies have indicated that organizations ability to compete or be successful depends on their ability to effectively manage cultural diversity in a workplace and communicate effectively across cultures (Okoro & Washington, 2012:58).

According to Mousa and Alas (2016:10), for effective management of cultural diversity, organizations should overcome the following three main challenges:

- 1) Communication challenges which reflect the lack of knowledge and uncertainty of how different people receive and interpret behaviours of others.
- 2) The discrimination challenges which reflect unjustified intentional negative actions towards members of a group simply because of their membership in this group.
- 3) The training challenge by responding to legal and social pressures, remaining competitors in a marketplace and adapting to tolerant moral standards by designing programmes to enhance employee awareness and acceptance of others.

2.4 BENEFITS OF CULTURAL DIVERSITY MANAGEMENT

Cultural differences have been the cause of diversity barriers and conflicts, especially deep-levelled dissimilarities that are negative for group cohesion (Mazur, 2010:8; Martin, 2014:89). Mateescu (2018:23) opines that managing a culturally diverse workforce poses a great challenge to organizations. Although people may think diversity, because of its many challenges within the workplace, does nothing but create problems, people would be surprised to realize that it also offers remarkable benefits. Sharma (2016:65) states six reasons why organizations should have a diverse workforce:

- i) Improved understanding of customer base;
- ii) Increased productivity;
- iii) Greater innovation and creativity;
- iv) Increased skill set;
- v) Improved new employee and retention; and
- vi) Larger talent pool.

Therefore, organizations will only see the multiple benefits associated with a diverse workforce once they assess their handling of diversity in the workplace as well as the implementation of diversity plans, thereby creating a culturally competent organization. Through a multicultural workforce, organizations are able to serve an increasingly global market as they have a deeper understanding of legal requirements, political, social, economic, and the cultural environment of foreign countries (Saxena, 2018, cited by Anjorin & Jansari, 2018:7).

Martin (2014:89) states that building in-house cultural talents enables companies to integrate more smoothly into foreign cultures and workplace diversity enhances the chance of staff to overcome cultural shock. Cultural diversity has various ways of providing hospitality businesses with a competitive advantage and also encouraging increased productivity (Devine *et al.* 2007:122). This is underlined by Al-Jenaibi (2011:71), who provided an in-depth understanding of cultural diversity within United Arab Emirates organizations. Based on that study, group work with culturally diverse people helps “to overcome cultural differences through shared experiences” (Al-Jenaibi, 2011:71). In addition, Rasul and Rogger (2015:459) found that diverse human resources enabled Nigerian public projects to be accomplished with the required quality and within the allocated time. Various authors found a direct linkage between diversity, innovation and creative problem solving and diverse people are able to generate unique ideas and establish alternatives (Pitts, 2009:330; Richter, 2014:174). McGuirk and Jordan (2012:1948) report that diversity stimulates creativity within the Irish industrial organizations. Furthermore, Yang and Konrad (2011a:1072) found that diversity

assisted in accelerating innovation in Canadian large production organizations. Various authors reported that the employment of minorities promotes the positive reputations of organizations and gains stakeholder satisfaction, while effectively managing diversity allows for a much improved organization, regardless of its mission (Roberson & Park 2007:552; Bear, Rahman & Post, 2010:208).

Effective cultural diversity management has resulted in organizations that are proactive and open to new things and issues (Pricewaterhouse Coopers, 2011:1). People are encouraged to work together, which promotes an inclusive culture within the organization that values the contribution of a workplace comprising diverse individuals. This notion is reinforced by Martin (2014:89) who states that a culturally diverse workforce, from different cultural backgrounds, often think differently than one another. The result is that they analyse and solve situations and problems from a variety of perspectives as they often bring distinctive experiences, providing the organization with an extensive and sound base of knowledge and information. Shen, Chanda, D'netto and Monga (2009:238), believe that to maximize the benefits of having diverse human resources, the attempts must go beyond the traditional approaches of celebrating differences; compliance with State law and fair human resources strategies are no longer sufficient. Cultural diversity management should amend strategies to embody minorities in the organization, embedded in all organizational activities (Kemper, Bader & Froese, 2016:29).

The end product of effective cultural diversity management would be an organization that avoids having a monoculture—which relates to the premise that they are the same and have comparable needs—while helping diverse individuals to learn to work together effectively (Clements & Jones 2006:12).

A further benefit from effectively managing diversity is a competitive advantage for organizations.

Cletus, Mahmood, Umar and Ibrahim (2018:39) identify the following benefits of diversity management:

Employee Growth and Development: Workplace diversity is seen to promote employee growth and personal development due to the exposure of a work environment consisting of varied cultures, opinions and ideas. The existence of the various cultural backgrounds allows employees to acclimatise to different circumstances, this enhances the employees ability to work around the differences in personality , cultures, and backgrounds. The results of cultural understanding and multiple perspectives also assists in producing employees that can

effectively address the various tasks or issues which will create innovative solutions in the workplace.

Fosters Innovation: In order for a company to succeed it has to have the ability to innovate, adapt and evolve along with the changing trends in the global market. With the ever changing demographic pool that comes with diversity, employees with different cultural backgrounds bring about diverse skill sets that nature innovative ideas and critical thinking.

Promotes Corporate Attractiveness: Having a culturally diverse workforce can improve the image of the organization which increases the attractiveness of the company to potential business partners, collaborators and the society. Diversity related studies have shown that organizations that employ and retain employees of diverse backgrounds gained far more attention from the media, society and governments globally.

Unification of Diverse Strengths: Diversity is seen to potentially have the ability unite the various strengths and weaknesses of individuals, allowing organizations to utilize those traits to their advantage. The different skills and strengths of employees from various cultural backgrounds can also be channelled into better performance and productivity.

Critical Thinking and Problem Solving Skills: Employees from different background possess varied perspectives in the workplace which is seen to provoke critical thinking that provides alternative solutions and approaches to problem-solving, and also contributes to the needed competitive advantage within the global environment.

Increased system flexibility: The policies and procedures that are created because of diversity management will cater for a broader range of employees. Organizations that implement diversity management successfully are also in a good position to handle resistance to various forms of change.

2.5 IMPORTANCE OF CROSS-CULTURAL LEADERSHIP

To connect with a culturally diverse and multigenerational workforce, which represents a microcosm of religions and nationalities, effective leadership within every industry needs to develop new standards of human resources management (Maier, 2011:355). Whitaker and Greenleaf (2017:169) state, "Leadership in cross-cultural environments is of increasing importance". This is because problems related to cross-cultural management and leadership, emphasizing the significance of globalization and adjusting to new societies, has receive more attention from scholars and professionals (Fisher-Yoshida & Geller 2008:42 ; Avolio, Walumbwa & Weber 2009:421). One of the main components of effective diversity management implementation is leadership.

Jans (2016:48) Defines leadership as the act of involving others in a collective attempt to achieve a objective, under circumstances of complexity and uncertainty in view of such circumstances. According to Livermore (2015:3), modern day leaders face a formidable multicultural challenge in managing a culturally diverse workforce. This is why it is crucial for leaders to possess “the necessary attributes that allow them to lead well while at the same time becoming an integral part of an active and evolving society” (Caldwell, 2015:55). Cross-cultural leadership needs leaders to 1) embrace a multicultural viewpoint rather than a country-based outlook, 2) align local and international demands which can often clash and 3) operate simultaneously with various cultures rather than working with one prevailing culture (Rockstuhl, Selier, Ang, van Dyne & Annen, 2011:826). Caldwell (2015:56) claims that a wave of cultures is rapidly raising the need to have qualified and capable leaders with the characteristics needed to lead on a global scale.

Young *et al.* (2017:31) state that companies need leaders who effectively adapt to new cultures and Malik *et al.* (2017:327) underscore that a leader's role in a multicultural workforce has become of immense importance. According to Javidan and Dastmalchian (2009:52), leaders should possess the ability to contrast their own cultures to those of others, and that needs a capacity that goes beyond the mere comprehension of different cultures. While understanding cultural differences is an significant component of being a culturally intelligent leader, the capacity to function efficiently across cultures also needs the capacity to bridge differences within the workplace (Ang, van Dyne & Rockstuhl, 2015:273). This is why leaders with CQ have become of crucial importance (Ang, Rockstuhl & Tan, 2015:433; Alon, Boulanger, Elston, Galanaki, Martinez de Ibarreta, Meyers, Velez-Calle, 2016:224; Young *et al.*, 2017:31). Ang *et al.* (2015:433) describe CQ as having the capability to function adequately in a multicultural environment while remaining effective across a wide range of intercultural contexts. Furthermore, cultural intelligence reflects on the predetermined capabilities which facilitate the effectiveness of individuals from different cultures.

Therefore, advancing the CQ of a leader is essential, and Robinson (2016:1) stresses that it is vital for managers to develop a multidimensional skill set in order to cope with an ever-expanding range of complicated issues. CQ is considered to be an enhanced ability and can be developed and refined (Ng, van Dyne & Ang, 2009:513 ; Ramsey & Lorenz, 2016:80).

The authors, Solomon and Steyn (2017:91) state a leader's ability to adapt in a multicultural setting is key to cultural intelligence. The Authors Solomon and Steyn also report that adapting their management style is one of the main factors why CQ is needed if they ever want to succeed in guiding culturally diverse workforce. Similarly, du Plessis (2011:43), in her study of 353 South African managers, found that being able to adapt in a multicultural environment

is an important aspect of managerial CQ. CQ focuses on the capacity of a leader to work efficiently with individuals of distinct cultures (van Dyne, Ang & Livermore, 2010:133). This ability emphasizes a leader's capability to be efficient when faced with intercultural situations (Ang *et al.*, 2015:433).

CQ allows people to communicate efficiently within different cultural environments through sensitivity, adaptability, and learning to adopt a varied cultural heritage that is rewarding, stimulating, and empowering. There are different theories about the construct's composition. Thomas and Inkson (2005:5) describe CQ as comprising three components which enable intercultural flexibility and capability, namely knowledge for understanding cross-cultural phenomena, awareness for observing and interpreting specific circumstances and adjusting one's behavior to behave appropriately in distinct cultural circumstances. CQ encompasses four dimensions, namely meta-cognitive, cognitive, motivational, and behavioural abilities (Presbitero, 2016:30). These four dimensions are described below.

Meta-cognitive CQ allows an individual to ponder existing cross-cultural assumptions and to modify these as appropriate (Groves, Feyerherm, & Gu, 2015:212), which will assist individuals to gain improved awareness of their cultural predilections both prior to and in the course of cross-cultural exchanges (Eisenberg, Lee, Bruck, Brenner, Claes, Mironski & Bell, 2013:605). It is linked to high-level cognitive strategies and the processing of significant information allowing people to develop heuristics for social interaction throughout cultural contexts (van Dyne, Ang, Ng, Rockstuhl, Tan & Koh, 2012:298).

Cognitive CQ is the cultural understanding of norms, customs and processes in distinct cultural environments that reflects fundamental understanding of cultural universals and understanding of cultural commonalities in particular contexts (van Dyne, Ang & Koh, 2008:17). This knowledge may be sourced from and developed through both personal and educational experiences (Huff, 2013:597).

Motivational CQ refers to the desire to learn about other cultures and to participate in cross cultural exchanges (Matsumoto & Hwang, 2013:855). Motivational CQ also includes energy used in the transitioning to cultural environments to which one may not be accustomed (Groves *et al.*, 2015:213) and is defined as the ability of an individual to direct energy and focus to cultural variations (van Dyne *et al.*, 2008:17). According to Kanfer and Heggestad (1997:39), motivational capabilities provide agentic control, which is essential due to cross-cultural encounters which may include some problems that can create uncertainty and anxiety. People with a high level of motivational CQ have the eagerness, drive and efficacy to continuously translate information to generate strategies for working, living and interacting in the new cultural environment (Templer, Tay & Chandrasekar, 2006:161).

Behavioural CQ is described as the ability of an individual to display suitable verbal and nonverbal behavior when engaging with people of distinct cultural backgrounds (van Dyne *et al.*, 2008:17). Behavioral CQ enables individuals to handle and control social behaviors in intercultural interactions so that misperception and misattribution are minimal (van Dyne *et al.*, 2012:304).

2.6 THE IMPORTANCE OF CULTURAL DIVERSITY TRAINING

Within the hospitality industry, diverse cultures interact on a daily basis, making cultural diversity training programmes a necessary tool to properly understand the variability of cultures within the organization. Such programmes are seen as vital in recognizing cross-cultural behaviour, which will give companies a competitive advantage in the hospitality industry. The outcome of diversity management should be improved communication amongst employees, employee commitment and loyalty, collaboration and an awareness and appreciation of culture (Ivancevich & Gilbert, 2000:78; Madera, 2013:129; Wambui, Wangombe, Muthara, Kamau & Jackson, 2013:207).

However, currently hospitality managers and human resource personnel are faced with the dilemma of creating a supportive work environment for an increasingly diverse workforce of multigenerational employees and work groups (Maier, 2011:355). The increase in globalization and the subsequent increase in global multinational enterprises (MNEs) have elevated the importance of actively managing diversity in organizations (Podsiadlowski, Gröschke, Kogler, Springer & van der Zee, 2013:159). One of diversity training's many benefits is to improve employees' organizational attitudes and their individual organizational performances (Madera *et al.*, 2011:473; Madera, 2013:134).

Singal (2014:11) states that workforce diversity may come with increased costs associated with training, communication, coaching and conflict management. Moreover, forming and maintaining trust between managers and the influx of diverse employees is often a challenge. Therefore, the use of cultural diversity training programmes can be seen as a means of establishing respect and developing sensitivity for all of the differences among managers, employees, and customers across the different diversity dimensions (Lim & Noriega, 2007:67). This is why diversity management initiatives should be based on the premise of producing a productive environment by harnessing the differences found in the workplace which in turn will result in employees who feel valued, their potential is fully applied, and organizational goals are attained (Bendl, Fleishmann & Walenta, 2008:383). For organizations to accomplish such, managers who understand cross-cultural behaviour are needed to bring out the best in

employees so that there may be a coherent and successful organization (Hofstede, 2012:online).

Multicultural training plays a key role in increasing the awareness of cultural diversity among employees and managers, while building a culturally enriched environment in the workplace (Hearns *et al.*, 2007:354). Policies and practices that promote a multicultural workforce, such as cultural diversity training programmes, has shown extent to which a multicultural workforce is valued within the organization and whether or not employees have responded by also valuing multiculturalism within the organization.

Integration into a culturally diverse workforce is accomplished only when individuals fully understand multiple cultural worldviews, which in turn will allow him/her to transition into and out of varying cultural value contexts (Solomon & Steyn, 2017:4). McKay, Avery, Liao and Morris (2011:790-791) found that organizations with diversity-related policies which are meant to integrate multicultural employees in their structures as a competitive advantage, lead to employees perceiving a positive climate for diversity, which in turn resulted in greater customer satisfaction. It is often stated that issues such as power and dominance, discrimination and oppression are the domain of diversity training (Fowler, 2006:402).

The hotel sector is characterized by a high staff turnover, low salaries, and a labour market with low qualification levels, as well as by utilization resources practices in their most traditional versions (Marco-Lajara & Ubeda-Garcia, 2013:345). McKay, Avery, Tonidandel, Morris, Hernandez & Hebl (2007:53) studied the retention rate as an indicator of diversity perceptions in the workplace. They found that diversity climate perceptions were significantly and positively linked to employee retention amongst all groups. This indicated that managers were willing to value diversity. If managers are committed to a company that values diversity, they are more likely to value diversity themselves and are more likely to stay with their current companies.

Cultural diversity training aims to prepare individuals to become competent intercultural communicators with cultural awareness and sensitivity in the workplace (Hearns *et al.*, 2007:356). For such results to be attained, cultural diversity training programmes need to be designed in a manner that will educate individuals who are managing and supervising a diverse workforce on how to obtain leadership skills such as cultural awareness and sensitivity (Lim & Noriega, 2007:67).

It is therefore very essential for executives to be conscious towards cultural diversity so that they can re-examine their own opinion and behavior and be more effective in handling various staff, otherwise cultural challenges can cause discomfort to the person judged. Managers

need to be aware of the skills needed to create an effective culturally diverse workforce. Leaders and managers must understand that discrimination and its effects will always be present in the organization unless they start seeing diversity as the differences among individuals, and support the fact that each individual is unique in a special way. Moreover, to effectively manage a diverse workforce, managers must be willing to change the organizational culture if they want to be successful (Green, López, Wysocki & Kepner, 2013:3).

Ricco (2014:237) proposes an implementation strategy based on an integrated process. This involves organization change as well as three critical elements that include being normative yet flexible to adapt to unique situations, flexibility of employee participation, and co-ordinated integration at strategic, tactical and operational levels. The proposed strategy is divided into the following three levels.

Strategic level. The organization's values and principles need to be redefined to include the differences of the employees. These differences should be clearly identified and seen as a competitive advantage. The strategic level is initiated by defining the mission of the organization and the underlying motive for implementing diversity management. The executives then create the organization's new vision and ensure sufficient resources are allocated for a successful implementation (Ricco, 2014:237).

Tactical level. This level involves defining the core elements of the implementation process. This includes 'who' will be involved in the management of diversity, 'what' diversity will be managed, 'when' will the diversity be managed, and the 'where and how' they will be managed. To successfully implement the tactical level of the process, the organization's management can introduce positions and roles that are dedicated to the management of diversity (Ricco, 2014:238).

Operational level. At this level, the organization implements, communicates and assesses the diversity management vision, policies, and procedures that were developed at the strategic and tactical levels. To transition from tactical to operational, the dedicated diversity employees must ensure that line managers support the programme and persuade and motivate employees to apply the new values and principles of the organization. Figure 2.2 below illustrates the cultural diversity implementation strategy (Ricco, 2014:241).

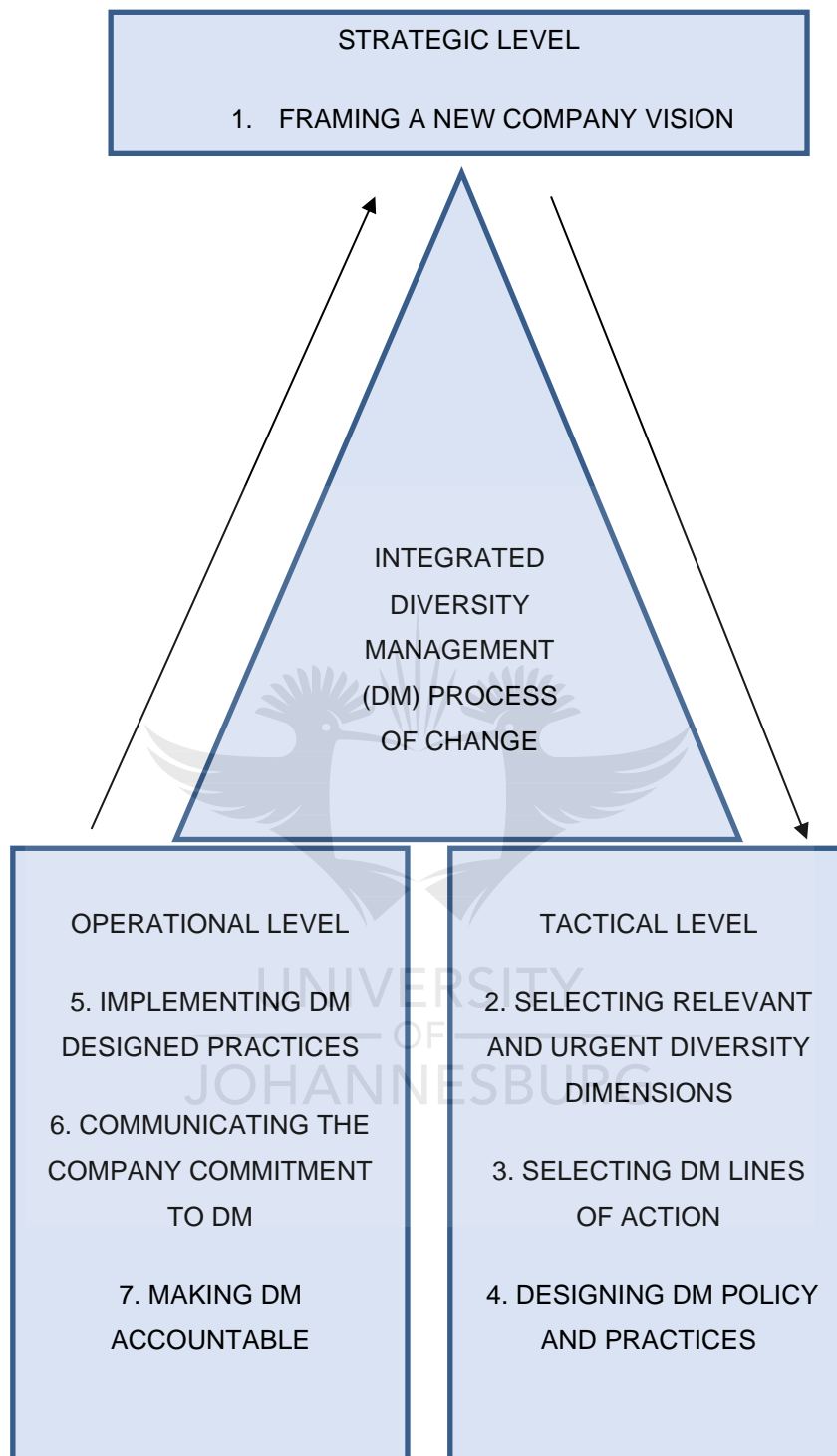


Figure 2.2: Cultural diversity implementation strategy

Source: Ricco (2014:237)

To manage diversity effectively, members of minority social groups must be fully integrated into the social, structural, and power relationships of an organization (Pendry, Driscoll & Field, 2007:28; Reynolds, Rahman & Bradetich, 2014:428). This can be done by utilizing Kurt Lewin's Three-Stage Model of Change, which will assist in the introduction of the formulated strategies. Lewin (1951, cited in Boohene & Williams, 2012:136) believed that there are forces that drive and restrain change as well as forces that maintain the status quo. The three stages of the Lewin model can be seen in Figure 2.3 below:

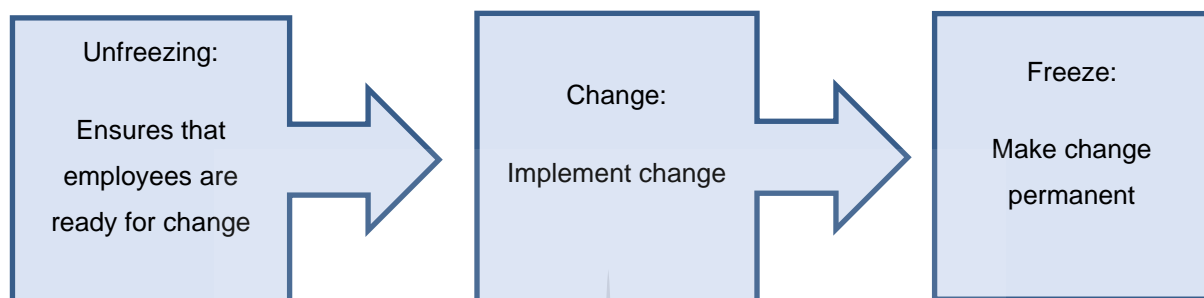


Figure 2.3: Lewin's three-stage process of change

Source: Boohene and Williams (2012:136)

Unfreezing. The unfreezing stage deals with the process of getting people to accept change. During the unfreezing phase, aspects that need to be changed within the organization to effectively manage a multicultural workforce are established. These aspects are determined through an institutional survey which determines the status of the organization regarding diversity management. It is then top management's responsibility to inform employees of the recognized changes before implementation. The unfreezing stage needs to reduce forces that prevent the introduction of diversity management initiatives and increase the drivers for diversity management.

Therefore, managers must have the necessary skills to influence the strategic direction of a company by ensuring that they nurture and sustain the process of diversity management.

Change. This stage deals with executing the identified change and providing support, removing obstacles and creating motivation for progress that will allow cultural diversity to be properly managed within the work environment, in turn promoting the optimal utilization of a multicultural workforce.

Freeze. The last stage of the model is the consolidation of the process of change. Programmes are adopted and institutionalised through the process of effecting permanent change. It should be stressed that for cultural diversity and cultural diversity training programmes to be successful the management and executive teams need to commit themselves to cultural diversity and cultural diversity initiatives (Kreitz, 2007:5).

Hofhuis *et al.* (2015:178) explain that the perception of the majority of the workforce has a strong influence on whether the diversity policies are executed effectively. Thus, if the majority thinks that diversity is not beneficial, then this will influence the rejection of the policies and their implementation. Therefore, every organization needs insight into how their workforce is divided into subgroups and what these subgroups' perceptions of diversity are. This insight will allow leaders to formulate specific diversity management strategies based on the perceptions of their employees (Hofhuis *et al.*, 2015:179).

George and Jones (2012:143) describe the results of effective cultural diversity training programmes as:

- Breaking down stereotypes, inaccurate perceptions and attributes about individuals;
- Raising awareness concerning the different backgrounds, experiences and values of individuals;
- Managing conflict within the workplace; and
- Raising mutual understanding about one's cultural orientation.

2.7 CHALLENGES TO MANAGING CULTURAL DIVERSITY

Studies claim that diversity may hamper cohesiveness amongst diverse groups, leading to confusion, negatively affecting participation, especially for people belonging to minorities, and hindering some groups' communication, attendance, loyalty and consequently productivity (Mousa, 2018:5). Cultural incompatibility that often results from cultural diversity is seen as the resulting factor stemming from globalization as well as multinational organizations (Yusuf & Zain, 2014:979). Additionally, there is evidence of a correlation between cultural incompatibility and reduced staff morale (Syed, Hazboun & Murray, 2014:212). Bergbom and Kinnunen (2014:166) provide empirical data to indicate that psychological well-being and job satisfaction are negatively affected by cultural incompatibility.

Furthermore, cultural diversity triggers stereotyping, which categorizes individuals into groups according to their culture, age, gender, colour, and race resulting in incorrect expectations and prejudice (Block, Koch, Liberman, Merriweather & Roberson, 2011:572). Cultural diversity in any workplace also increases the possibility of miscommunication, misunderstanding, perception problems, wrong interpretations, lack of trust, and differences in terms of time

urgency, particularly when making decisions (Konopaske & Ivancevich, 2004:57). The different thinking styles associated with diversity, which are related to differences in personality, can result in a lack of tolerance and conflict in the workplace if not managed correctly (Runde, 2014:26). The importance of companies successfully managing cultural diversity cannot be stressed enough, so that organizations may be better equipped to protect themselves from legal ramifications that may occur due to failure to manage a diverse workforce.

Levit (2008:1) highlighted some of the legal issues associated with failure to effectively manage diversity, which saw employment discrimination class action suits rise by 67% between 2001 to 2004. These class action suits have cost large corporations millions of dollars in settlements.

For example, in February 2012, Home Depot were faced with a class action case which resulted in a settlement of \$925,000 for a disability discrimination suit brought by deaf workers. In 2006, C.H. Robinson paid \$15 million for a gender discrimination class action case that demonstrated that the company was a hostile work environment for women. Likewise, in 2000 Coca-Cola agreed to pay \$192.5 million to resolve a federal lawsuit brought by Black employees (Ricco, 2014:236)

Mfene (2010:145) identifies three challenges associated with diversity in the work environment. The first is lower group cohesiveness—diverse groups struggle to find a commonality amongst each other restricting cohesiveness, unlike similar groups who share similar traits such as language, culture, and background to which they can relate. This lack of group cohesiveness can have a negative impact on teamwork and work performance in the organization. The second challenge is communication problems—these occur when assumptions are made during interactions, where one party believes the other has an understanding of the message conveyed to them. This leads to misunderstandings, communication problems, inaccuracies, and inefficiencies. The third challenge is mistrust and tension. Individuals tend to trust and associate with what feels familiar to them. In this instance it would be individuals who share the same values and beliefs. Because of this, misunderstandings and mistrust may occur between individuals who do not share the same values and beliefs.

The presence of a multicultural workforce has the tendency to intensify interpersonal conflict between employees. This is due to dissimilar beliefs, thoughts, opinions, traditions, norms, trends, values and customs (Mazur, 2010:8). Pant and Vijaya (2015:159) and Kemper, Bader and Froese (2016:29) infer that recruitment is difficult because employees in the various

organizations come from different backgrounds, are motivated by different expectations, have mixed perceptions of themselves and a varied understanding of others.

Mkono (2010:306) in analysing Zimbabwean hotel managers' perspectives on workforce diversity, highlights that some employees are ethnocentric and resist efforts to improve harmony with their co-workers. Some ethnic minorities may also consider themselves superior by virtue of the military conquests of their ancestors. This type of thinking has fostered stereotyping and discrimination within the working environment of the hospitality industry, which could limit the acceptance of new ideas that could be beneficial to the organization and in turn, halt progress within the workplace. Mkono further reports that there were no cultural awareness training programmes for employees. Some managers argued that employee diversity, which characterizes the demographics of the workplace, are the same as what employees find in their everyday communities, therefore making training unnecessary. Mkono (2010:306) quotes one manager as saying:

Diversity is not a work thing but is found everywhere, at home, church, everywhere. So, there is no reason to treat it any special here. I feel, you know that people are used to it in their everyday experiences, work, whatever.

Another manager raised an interesting point, stating that no amount of training could change an employee's interpersonal relations with other employees; that it was personality that determined how employees relate among themselves (Mkono, 2010:306). Several managers in the study which accounted for 11%, reported that their organization occasionally offered language training for their employees but upon further investigation it was discovered that training was primarily directed at aiding frontline employees in communicating with guests, especially French tourists that visited the country, instead of improving communication among staff members (Mkono, 2010:306).

In other cases dealing with diversity, it was seen that Egypt and the general views of diversity in the country where prejudice does not exist in the Egyptian behavioural dictionary, was contrary to what may be assumed (Mousa, 2018:4). However, the current situation in this country showed a tremendous orientation of social, religious, age and gender inequalities. The debate about killing Christians and forcing Christian families to leave their cities made headlines in the media and political sphere (Mousa, 2018:4). This harsh environment was ideal for investigating diversity practices within the working environment, while also identifying the barriers associated with managing a multicultural workforce.

2.7.1 Communication challenges

When cultural diversity is mishandled it can lead to disadvantages, one of which is miscommunication, which often arises through language barriers and different perceptions in non-verbal language. Employees with different backgrounds perceive or understand messages differently, leading to a greater possibility of misunderstanding, collision and tension (Martin, 2014:89). This notion is also supported by Solomon and Steyn (2017:3), who state that cultural differences hamper both communication and basic understanding between people. Barriers to communication between employees and their managers are a contributing factor towards ineffective management of a demographically diverse labour force . Additionally, Luring and Selmer (2012:157) report that previous research confirms that communication barriers result in high levels of absenteeism, low morale, loss of competitiveness, distrust, lack of market orientation and customer focus.

Language is regarded as being the most important of all the cultural traits that make up cultural identity; although all the individuals around a table talk English, cultural distinctions can generate powerful obstacles to understanding one another (Peterson, 2004:64). Clappitt (2010:11) defines communication as a two-way process which is characterised by a shared meaning or understanding between two or more people. Communication is contextual in nature as it is interpersonal and can happen in small groups and public or organizational settings (Clappitt, 2010:11). Communication is marked by differences in perceptions and interpretations due to unique, individual differences (Swanepoel & de Beer, 2006:79).

Eisenberg (2010:454) identified the following barriers to communication:

Semantic barriers. These barriers are caused by a misinterpretation of words within a communication setting. Different individuals can understand the meaning of certain terms in a different context. Words and sentences like effectiveness, greater productivity, and leadership preferences may imply one thing for a specific organization, and something completely different to another organization's employees (Lunenburg, 2010:4).

It is essential for employers to understand the socio-demographic dynamics within their organizations to reduce semantic obstacles to interaction (Antos, 2011:48).

Psychosocial barriers. These obstacles are encountered where there is a psychological distance that is similar to the actual physical distance between people. An example of a psychosocial barrier to communication is a case whereby the hotel manager uses a harsh tone towards his or her employees, creating bitterness from the employees towards the

manager, causing a separation between them and thereby hindering opportunity for effective internal communication (Antos, 2011:48).

2.7.2 Discrimination issues

Interaction within a multicultural environment can provide some form of discomfort for managers because of the social pressures that require people to be politically correct, often leading to managers monitoring, restricting and reducing displays of formal discrimination and the affirmation of egalitarian ideologies. For example, social norms dictate that appearing prejudiced or racist have negative consequences for employees at the workplace, so even when individuals do not hold egalitarian ideologies they often pretend to appear as egalitarian, making interracial interactions stressful (Neel & Shapiro, 2012:103). According to du Toit (2014:5), in 1958 the International Labour Organization (ILO) defined discrimination as:

...any distinction, exclusion, or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation.

Pager and Western (2012:221) consider work-related discrimination as unethical treatment of employees based on their race, gender, religion, age or any other difference. Work-related discrimination not only exists within the working stages of employment, but at all stages, starting from hiring through to termination and may take various forms such as wage discrimination and promotion discrimination. Bendick and Nunes (2012:239) describe it as a violation of the employer-employee psychological contract that has occurred because of a bias or negative stereotypical employee experience. Mamman, Kamoche and Bakuwa (2012:286) report that discrimination in the workplace is associated with differences in values and beliefs that may lead to negative outcomes. Mamman *et al.* (2012:287) further state that racial and gender exclusion, for instance, perpetuated through the allocation of resources in the workplace, may lead to broken relationships. Racial prejudice in the workplace is also experienced through the exclusion from informal networks. According to Wittman (2012:252), women are more likely to experience discrimination in the workplace than men are. Furthermore, discrimination does not only happen among employees. Sometimes employers can be easily involved in discrimination issues, for example, instances of some employers only focussing on recruiting less educated and disadvantaged ethnic groups but do not provide career progression for them (Hearns *et al.*, 2007:353).

Yang and Konrad (2011b:17) argue that even though numerous studies have been conducted on the influence of diversity management practices on race, ethnicity and gender, there is a visible absence of studies on the impact of diversity management initiatives on people living

with disabilities, religious minorities, gay/lesbian/bisexual/transgender communities, indigenous people and people who were historically marginalised. Mkono (2010:304), in his study on Zimbabwean hotel managers' perspectives on workforce diversity, highlighted the discrimination faced by homosexual individuals. However, the study found that none of the managers referred to differences in sexual orientation in the workplace. When the researcher probed for clarification, all managers felt that this was a very sensitive subject because homosexuality was illegal in Zimbabwe. The managers stated that it was therefore difficult to tell whether there might be any homosexuals or bisexuals among their employees and other managers. If there were any, then they were most likely in the "closet" for fear of prosecution. Such findings illustrate the impact of legislation on the degree to which organizations can acknowledge diversity. Where a dimension of diversity conflicts with state law, organizations are forced to act as though it does not exist.

To further stress the impact of discrimination in the workplace Shih, Young and Bucher (2013:146) referenced various studies that reported on the following discriminatory aspects:

- Gender-based harassment;
- Discriminatory practices aimed at the lower income groups;
- Union-related discrimination;
- Discrimination felt by lesbians, gays, bisexuals and transgender (LGBT) because of their sexual orientation;
- The prevalence of ageism in organizations;
- Stigmas associated with disabilities; and
- Unfair behaviour towards the obese.

Due to the social costs associated with divulging discrimination experienced in the workplace, individuals have become reluctant to disclose any discriminatory incidents (Shih *et al.*, 2013:146). Employees who are discriminated against often find it difficult to cope as they fear victimization, which could potentially lead to job loss as they are viewed as troublemakers. The results stated by Shih *et al.* (2013:147) can lead to greater absenteeism, withdrawal, and a large staff turnover. Regardless of efforts such as BEE and the Employment Equity Act (EEA) that are meant to assist in the eradication of discrimination, it remains a barrier associated with managing a culturally diverse workforce.

2.7.3 Stereotyping

Stereotypes and prejudice are two concepts that cannot be separated. Stereotyping is defined as a conventional, formulaic and oversimplified conception, opinion or image (Fernandez,

Kleiner & Sturz, 2005:58). For example, Asian employees may be considered as good learners and academically gifted, while many Middle Eastern employees might be labelled as terrorists because of stereotypes of their culture, whereas prejudice can be a preconceived judgment, opinion or assumption about an issue, behaviour or group of people, e.g. of prejudice was seen where black managers were thought to be failures as they were thought to be struggling and often held in low regard (Thomas, 1990:126).

By stereotyping people, one tends to reduce his or her own uncertainty when it comes to understanding different cultures. However, stereotyping may lead to misunderstanding in cross-cultural communication (Deresky, 2011:142; Moran, Harris & Moran, 2011:41).

2.7.4 Training challenges

Diversity training aims to build respect and increase sensitivity for all of the differences among managers, employees and customers. To develop a diverse workforce, it is essential to reduce cultural ethnocentrism and short sightedness in managers and employees (Lim & Noriega, 2007:67). Ethnocentrism is defined by Perlmutter (1965, cited in Michailova, Piekkari, Storgaard & Tienari, 2017:335) as:

...an individuals' inclination to perceive their own cultural group as the center of the universe, viewing other cultures according to their own perspective while neglecting individuals who are culturally dissimilar to them and being more accepting of those culturally like them.

Logan, Steel and Hunter (2015:41) observe ethnocentrism as negatively affecting intercultural exchanges and being associated with reduced cultural awareness. Grobler (2003:49) states that for an organization to value diversity it needs to first understand the differences between valuing diversity and employment equity. Compliance-based diversity management practices such as BEE and AA aim to increase the representation of a previously excluded group (Manoharan, Gross & Sardeshmukh, 2014:3).

DTI (2007:12) defines BEE as:

An integrated and coherent socio-economic process that directly contributes to the economic transformation of South Africa and brings about significant increases in the numbers of Black people that manage, own and control the country's economy, as well as significant decreases in income inequalities.

One of the key factors for instilling policies such as AA and BEE, was to ensure the eradication of discrimination within organizations allow the South African labour force to be representative of its entire demographics across all job specs (Oosthuizen, Tonelli & Mayer, 2019:2).

Klarsfeld, Ng and Tatli (2012:310) state that a large number of companies that comply with the required legal policies such as employment equity laws regard the process of compliance as diversity management. This is because organizational leaders view diversity as an obligation or legal requirement rather than a tool for organizational growth and profitability (Leboho, 2017:3). However, there is a difference between employment equity and diversity management—the latter is implemented on a voluntary basis whilst employment equity is a forced intervention by government. Although South Africa has made significant progress since 1994 when gaining its young democratic freedom, societies within the country remain characterized by racially-based income and social service inequalities. This notion is supported by Seeking (2008:1) as he reiterates that South Africa continues to be divided along racial, cultural and social lines and is unequal in terms of wealth distribution. Seeking further states that the government of South Africa continues to perpetuate racial division in its attempt to correct the imbalances of the past through initiatives such as AA, which seeks to benefit racially and gender-based disadvantaged groups.

For this reason, AA has not been entirely accepted and to exacerbate matters, the South African government has opted to amend the Employment Equity Act by adding more control measures. In many parts of the world, however, employment equity regulations have not been positively welcomed because they are not entirely inclusive in nature and tend to alienate other members of society (Martín-Alcázar, Romero-Fernández & Sánchez-Gardey, 2012:511-512).

Although policies such as AA and EE were meant to readdress the injustice left by the discrimination of apartheid, individuals within the labour force who are adequately skilled and experienced, feel that they are carrying the less skilled employees who are unable to perform the work required of them. This is because rather than hiring based on skills and experience, individuals have been hired based on the legal policies such as AA and BEE resulting in employees feeling as though they are experiencing reverse discrimination (Oosthuizen *et al.*, 2019:3).

Grobler (2003:50) provides the following explanation as to why these initiatives have failed and cultural diversity has been a difficult concept to manage:

- There have been no follow-up activities after the initial training phase;
- There are few or no incentives for managers to increase the diversity of their workgroups; and
- Top management views diversity as a human resources function rather than a contributing factor to the long-term success of the organization

2.7.5 Other barriers

Kreitner (2001:53) lists other barriers to effective cultural diversity management as follows:

- Poor career planning: Culturally diverse individuals are often overlooked, with career opportunities presented to the less deserving.
- An unsupportive and hostile working environment for diverse employees: Diverse employees are social outcasts in organizations, preventing them from networking with other employees.
- Lack of political initiatives or ability on the part of diverse employees: Diverse employees do not advance because they are not knowledgeable about power networks and how to get involved in office politics. Women are particularly susceptible to this challenge, as they are not always viewed as equals.
- Difficulty in balancing career and family issues: Women are still expected to balance managing a household while trying to progress in their careers. Although times have changed and women have more career opportunities, they still carry the greatest household responsibility.
- Fear of discrimination: The problem with discrimination, especially in South Africa, is that forced intergration policies have resulted in reverse discrimination. Whether caused by a sense of entitlement or the feeling of unfair appointment of undeserving individuals into positions based on their cultural backgrounds. This is a view still widely held by minority groups.
- Diversity is not seen as an organizational priority: Employees may not understand the advantages associated with diversity and the success it may bring to the organization. As a result, diversity-related tasks required to be performed by employees may be seen as ineffective.
- The need to revamp the organization's performance appraisal and reward system: The management of diversity as a success criterion needs to be added to reinforce diversity efforts. If this is not included in appraisals, employees will never view it as necessary work.
- Resistance to change: Due to the uncertainties associated with multicultural interactions, individuals may be resistant to change due to various factors, such as fear of change in itself, peer pressure, fear of failure or a climate of mistrust. The management of diversity requires organizational and personal change.

2.8 CONCEPTUAL FRAMEWORK

The literature review provides significant literature pertaining to cultural diversity and diversity-related innovations. Based on the information, a conceptual framework as seen in Figure 2.4 below, was developed to illustrate the concepts of diversity-related barriers, the leadership competencies required in leading a multicultural workforce, and lastly, cultural diversity management.



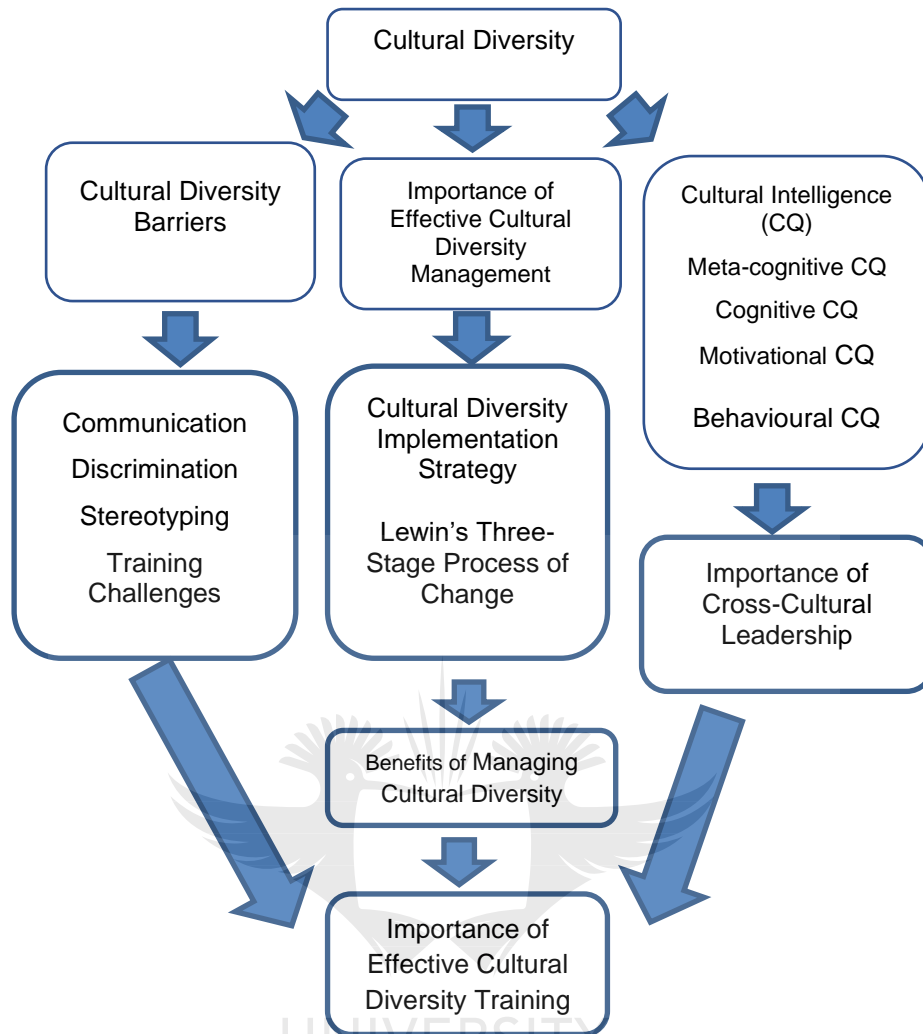


Figure 2.4: Conceptual framework of the study

Source: Researcher's own construct

2.9 CONCLUSION

Although cultural diversity comes with a multitude of benefits, without proper implementation and monitoring of the training initiatives and programme rewards associated with cultural diversity, it cannot be enjoyed by hospitality establishments. Through the review of the literature, it is apparent that for cultural diversity programmes to succeed management needs to be actively involved in the training initiatives instead of just implementing them. It is management's duty to make sure that employees who think they are threatened are properly informed. Changes need to be managed along with perceptions among the different cultural groups if they are to overcome the challenges associated with managing a culturally diverse workforce.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

For a researcher to adequately answer the research questions and sub-questions within a study, the correct research methodology needs to be utilized. This chapter discusses the methodology used within the study, reflecting on the research technique and approach utilized. A description of the research instrument, sampling method and data analysis is presented. The chapter concludes with the ethical considerations adhered to throughout the study.

3.2 RESEARCH PROBLEM

A research problem can be based on an unresolved controversy, a gap in knowledge, or an unrequited need within the chosen subject. In order to find and formulate a research problem that is suitable for a research project, awareness of current issues in the subject, an enquiring and questioning mind, and an ability to express oneself clearly is required (Williman, 2011:32).

Figure 3.1 below outlines the research process that will assist the researcher in accomplishing the set objective as well as sub-objectives of the study, which are meant to answer the research problem.



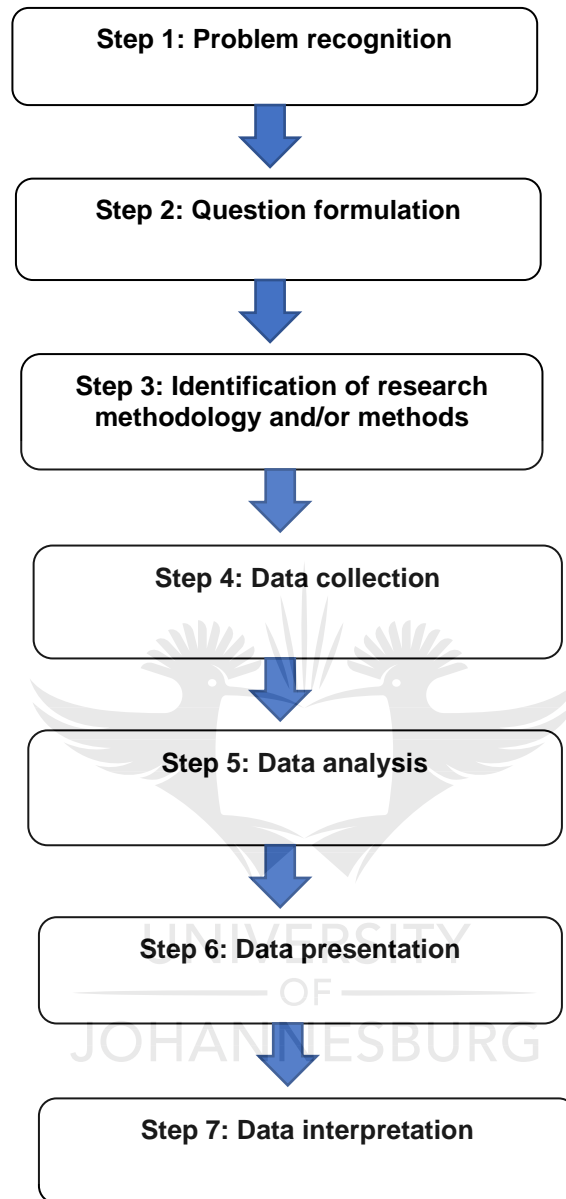


Figure 3.1: The research process

Source: UKEssays (2018:online)

3.2.1 Identifying the research problem

Managing a multicultural workforce presents a challenge owing to the numerous intercultural interfaces that bring about opportunities for cultural misunderstanding and tension (Ramirez, 2010:42; Smale, 2016:22; Jyoti & Kour, 2017:767). Since policies such as BEE and AA have been introduced, bringing about integration within the labour pool, cultural workforce diversity

has become a term that is of great importance in South Africa. With its 11 official languages (van Zyl, 2015:1), South Africa has increased the likelihood of intercultural exchanges, therefore making it a part of everyday life (Solomon & Steyn, 2017:3). Chua (2013:1547) describes cultural diversity as the founding factor to intercultural anxiety, tensions and conflict caused by differences in individuals' points of view, values, and norms. The forced cultural integration brought on by BEE and AA has resulted in conflict due to the lack of skilled leadership within companies in the discipline of diversity management.

3.3 RESEARCH QUESTION

3.3.1 Main question

Is there a need to implement cultural diversity training programmes within South African hotels that can improve managers and employees abilities to better deal with cultural diversity associated dilemmas?

3.3.2 Sub- questions

- What are the perceptions of managers and employees with respect to cultural diversity, the barriers associated with cultural diversity, as well as the organizational stance of hotels on cultural diversity?
- Is there a difference in perceptions across genders on cultural diversity management, the barriers associated with working in a culturally diverse workforce, as well as the organizational stance of hotels on cultural diversity?
- Is there a difference in perceptions of managers and entry-level employees positions regarding cultural diversity management, the barriers associated with cultural diversity, as well as the organizational stance of hotels on cultural diversity in the workplace?
- What recommendations can be made to management concerning the implementation of improvements to ensure training methods are improved to assist managers and employees to better handle diversity issues?

3.4 RESEARCH DESIGN

3.4.1 Introduction

Before the commencement of any research study, a research design must be established to provide structure to how the data will be obtained. In choosing a research design, the aim of the research is considered, especially where quantitative research designs associated with the use of numerical data are involved (Mare & Petersen, 2016:162). A research design is a structured plan used to collect and analyze data, while serving as a guideline which will enable

the researcher to attain the study objectives (Iacobucci & Churchill, 2010:58; Malhotra, 2010:102).

A quantitative research approach was employed in this research, with a self-administered questionnaire distributed to both hotel management staff and entry-level employees to gain perspective on cultural diversity within the hotels' working environment. The questionnaire consisted of closed- and open-ended questions. The open-ended questions were utilized to give further clarity on the responses provided. In regards to this study the research design is divided into the research approach and the research technique.

3.4.2 Research approach

This research study utilized a quantitative research approach. A quantitative research design can be defined as being both descriptive and explanatory (Gray, 2014:132). Quantitative research typically relies on measurement tools such as scales, tests, observations, checklists, and questionnaires (Ary, Jacobs, Irvine & Walker, 2018:374). The questionnaires pose specific questions and measure the variables needed to facilitate the finding of answers (Creswell & Plano Clark, 2007:4). Yilmaz (2013:315) explained that quantitative research utilizes mathematical models and statistics in the analysis of data, with the findings reported in impersonal, third-party manner displayed in a numeric form.

Qualitative research concerns itself with the collection of in-depth information from a relatively small sample size instead of larger samples as seen in quantitative research (Veal, 2011:232). Qualitative research is based on data which is in the form of text, and pictures, which makes it challenging to analyse (Brotherton, 2008:207). Such data are collected by means of observing participants or directly asking them open-ended questions using tools such as interviews, focus groups or questionnaires (Creswell & Plano, 2007:4). After the data are collected the researcher will then conduct a thematic analysis and present the findings in literary form such as a story or narrative (Creswell & Plano Clark, 2007:4). A qualitative data collection method was utilized in the open-ended questions which aimed to provide further clarity on the barriers associated with cultural diversity.

Table 3.1: Comparison between qualitative and quantitative research methods

Dimension	Qualitative	Quantitative
Focus	Quality or meaning of experience	Quantity, frequency, magnitude
Philosophical roots	Constructivism, interpretivism	Positivism
Goals	Understand, describe, discover	Predict, control, confirm, test
Design characteristics	Flexible, evolving, emergent	Structured, predetermined
Data collection	Researcher as instrument	External instruments: tests, surveys
Question types	Open-ended	Closed-ended

Source: Center for Research Quality (CRQ) (2015:online video)

There are three broad categories of quantitative research design and to conduct research a combination of all three categories may be used to successfully achieve the objectives set out in the study (Hair, Black, Babin & Anderson, 2010:36). Research designs can be classed under the following categories: 1) exploratory research, 2) descriptive research, and 3) causal research (Iacobucci & Churchill, 2010:58; Kotler & Armstrong, 2012:127).

Exploratory research

The aim of exploratory research is to gain a greater understanding of the subject matter or provide further assistance in the definition of a problem (McDaniel & Gates, 2010:43). Exploratory research can also be characterized as a highly flexible and unstructured method of research (Malhotra, 2010:104; McDaniel & Gates, 2010:44). This sort of study models looks for trends, thoughts, or hypotheses instead of research trying to test or prove a hypotheses. The aim of any exploratory research is to formulate an problem for another study which is meant to formulate a hypothesis (Peniel, 2016:6). Explorative studies are aimed at gaining new perspective into a phenomenon. The reason for obtaining new understanding or thoughts is to formulate a more accurate problem or to create hypotheses for further research (Peniel, 2016:6).

Descriptive research

Descriptive research is concerned with the connection between factors, hypothesis testing, and the formulation of assumptions, values, or theories that have niversal validity (Peniel, 2016:7). The primary purpose of descriptive research is to describe phenomena within the topic (Malhotra, 2010:106; Hair, Wolfinbarger, Ortinau & Bush, 2013:36). Contrary to the experimental design, variables or the arrangement of events cannot be manipulated by the

researcher. The study method extends beyond mere data collection and tabulation. It is fundamentally a fact-finding strategy that is primarily linked to the present and assumptions are drawn from a cross-sectional study of the current scenario (Peniel, 2016:7). This form of research is driven by a link between two factors (Shukla, 2008:40) and is utilized when investigating attributes of specific groups, individuals, items, establishment or environments (Zikmund, Babin, Carr & Griffin, 2013:49). Description is coupled with comparison or contrast that requires measurement, grouping, interpretation and assessment to demonstrate the importance of what is described. Descriptive research presupposes previous knowledge of the subject matter to be studied as opposed to formulative study. The descriptive studies deal with the connection between uncompromised factors in a natural rather artificial setting. The researcher chooses the appropriate variables to analyze their interactions since the occurrences or circumstances have already happened or have existed (Peniel, 2016:7). This study employed descriptive research with a cross-sectional approach. A cross-sectional study requires the collecting information from a set sample only once (Feinberg, Kinnear & Taylor, 2013:58 ; Silver, Stevens, Wrenn & Loudon, 2013:74).

Descriptive research has different uses, one of them being to determine perceptions and attitudes (Iacobucci & Churchill, 2010:84; Malhotra, 2010:106), which are the main functions of the objectives set out in the study.

Causal research

A causal research design is used to determine the relation between two or more variables by means of testing the hypotheses (Hair, Wolfenbarger, Ortinau & Bush, 2013:37; Silver *et al.*, 2013:76). Causal research's primary objective is to determine how an independent variable in a defined or set anomaly impacts a dependent variable (Malhotra, 2010:113). This is accomplished by using controlled processes in a extremely organized and coordinated way (Silver *et al.*, 2013:76). Feinberg *et al.* (2013:59) add that causal research also aims to collect data on causation-and-effect interactions that operate within a market system, enabling for the deduction of sensible, unambiguous causality findings.

3.4.3 Research technique

The manner in which data are collected must be carefully considered so that the appropriate data collection instrument or procedure is selected for the study (Brotherton 2008:131). Both primary and secondary data were collected for the current study. The study used a cross-sectional survey instrument to collect the primary data, while the literature review formed part of the secondary data, providing insight into cultural diversity, which enabled the

researcher to compile the questionnaire. Cross-sectional survey involves the collection of data only once from the sampled participants (Iacobucci & Churchill, 2010:86; Malhotra, 2010:108).

The questionnaire comprised of closed- and opened-ended questions. “The main purpose of a questionnaire is to provide a vehicle for obtaining accurate information from a respondent” (Brotherton, 2008:132), with the questions tailored in accordance to the research problem and the research objectives of the study (Chisnall, 1992:109; Sciglimpaglia, 2010:106). For the questionnaire to be effective and easily understood, the statements should be simple and direct, while also explaining unfamiliar terms and presented in a logical structured format (Berndt & Petzer, 2011:186). This form of questionnaire assisted the researcher in gaining further clarification on the working environment of managers and employees and how cultural diversity had affected their job satisfaction and ability to perform their work duties

3.5 RESEARCH METHODOLOGY

Research methodology may be described as the systematic and theoretical analysis of methods used within a research study. It includes aspects such as the research paradigm, theoretical model of the study, as well as the research techniques used. The research method is meant to provide the researcher with an understanding of how the research will be conducted (Igwenagu, 2016:4).

3.5.2 Research instrument

Quantitative research approach necessitates the use of a pre-developed standardised tool or pre-defined groupings into which respondents’ perceptions are anticipated to fit (Yilmaz, 2013:313), which in this current study would be the utilization of a questionnaire. The questions were formulated from the literature review, an investigation into challenges faced by managers and employees, as well as the current situational status of cultural diversity and cultural diversity training initiatives which were helpful in pinpointing the exact questions which needed to be asked. The questionnaire aided in establishing whether cultural diversity training was needed in South African hotels, while also establishing the challenges both managers and employees face in daily intercultural interactions in the South African context as most of the literature focused on the North American continent. In quantitative research, structured, self-administered questionnaires are preferred, as these allow respondents to complete them by themselves (Singh, 2007:69). The results obtained from the questionnaire which utilized closed-ended questions assisted the researcher in the identification of general patterns of the participants, as well as their reactions to treatment and programmes in regards to the management of cultural diversity within the hotels (Yilmaz, 2013:313).

The questionnaire was divided into four sections:

- Section 1: Demographic information.
- Section 2: Cultural diversity management.
- Section 3: Barriers of cultural diversity.
- Section 4: Organizational stance on cultural diversity.

All sections utilized a 5-point Likert scale except for Section 1, the demographic section of the questionnaire. A management and staff satisfaction questionnaire was designed using a 5-point Likert scale for data collection. A Likert scale is an agree/disagree type of interval scale that measures the extent to which a person agrees or disagrees with a specific statement (Brotherton, 2008:98). In this case, the options provided in the Likert scale were Strongly disagree, Disagree, Neutral, Agree, Strongly Agree. The scale included statements that could be written in positive or negative form, depending on the relationship of the variable that was investigated (Brotherton, 2008:145).

The code values for the Likert-scale are 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.

Section 1: Demographic information

In order to test the need for cultural diversity training programmes in hotels, the demographic section was established to provide an overview of the demographic composition of the workforce within the sampled hotels. This section would give an indication of whether the sampled hotels were culturally heterogeneous or homogenous, as well as highlighting the extent of the differences within the hotels. When building a common value base for an organization, focus should be placed on expanding individuals ability in processing how their culturally heterogeneous colleagues think (Solomon & Steyn, 2017:87).

Section 2: Cultural diversity management

This section contained statements testing the understanding of participants in relation to the context of cultural diversity. The section was also used to test the participants' tolerance towards a culturally diverse workforce by posing questions that targeted their interactions with culturally different individuals to themselves.

Section 3: Barriers to cultural diversity

From section 3, the challenges regarding cultural diversity were tested, these challenges being misunderstandings, cultural subtle cues, language barriers and discomfort that can occur during interracial interactions (Avery *et al.*, 2009:1382). The section sought to gain both

managers' and employees' perspectives regarding the mentioned challenges and if they were applicable within their working environment.

Section 4: Organizational stance on cultural diversity

The statements formulated within Section 4 sought to identify the extent of receptiveness of organizations towards a multicultural workforce. The statements posed were to gain clarity on the cultural diversity initiatives, which the sampled hotels had in place and to understand whether they were effective in assisting participants with cultural diversity dilemmas.

3.5.2 Validity and reliability

3.5.2.1 Validity

Validity can be defined as the extent to which a concept is accurately measured in a quantitative study (Heale & Twycross, 2015:66). Leedy and Ormrod (2010:97) also highlight the fact that two factors need to be considered when considering the validity of a study. The first factor is whether the research provided sufficient controls so that the conclusions drawn are truly warranted by the data collected. The second factor would be if the researcher used what was observed in the research situation to make generalizations of the world beyond the specific situation.

The researcher ensured validity and reliability of the current study, considering the following.

- Construct validity, which refers to the extent a test measures what it claims to be measuring (Malhotra, 2010:320), was utilized in the study. Shukla (2008:82) states that construct validity seeks to establish what the scale is measuring and determines whether or not deductions can be made from the concerning theory.
- Construct validity also aims at establishing whether two scores. For example, if a person has a high score on a survey that measures anxiety does this person truly have a high degree of anxiety. In another example, a test of knowledge of medications that requires dosage calculations may instead be testing maths knowledge (Heale & Twycross, 2015:66)
- According to Heale and Twycross (2015:66), there are three types of evidence that can be used to demonstrate a research instrument has construct validity:

Homogeneity: Meaning that the instrument measures only one construct.

Convergence: This takes place when the instrument measures ideas of a quality common to a group similar to that of other instruments. However, if there are no like instruments ready to be used this will not be possible to do.

Theory evidence: This is evident when behaviour is similar to theoretical propositions of the construct measured in the instrument. For example, when an instrument estimates uneasiness, one would hope to see that members who score high on the instrument for anxiety additionally show indications of tension in their everyday lives.

3.5.2.2 Reliability

Reliability is the concept used to show whether consistent measurement results from a multi-item scale return (Malhotra, 2010:318). Struwig and Stead (2013:138) further explain that reliability reflects accuracy and consistency in the testing of scores. In addition, Struwig and Stead (2013:139) suggest ways in which to determine the reliability of test scores. These are test-retest reliability, parallel-forms reliability, split-half reliability and internal consistency reliability.

- Internal consistency reliability was used to calculate the extent to which the test items all reflect the same attribute. It comprises the average correlation among the items and the length of the test. Such a test required the participant to only complete it once since it comprises of only one form of a test.
- The reliability of the responses was calculated by Cronbach's alpha, which is one of the most popular measurements of internal consistency (Shukla, 2008:84). According to Malhotra (2010:319), constructs that produce a coefficient value of 0.08 to 0.96 are seen as having excellent reliability, those ranging between 0.80 to 0.70 are seen as a good reliability reading, while a value between 0.70 and 0.60 is seen as an acceptable reading, Constructs that score lower than 0.60 reflect an unacceptable reliability value.

Factor analysis was used to determine the degree to which the observed variables are associated with the underlying factors (Byrne, 2010:5). The focus of factor analysis was to reduce or summarize a large number of variables into a narrower set of factors (Mountinho & Meidan, 2003:200 ; Pallant, 2007:179). To conduct a factor analysis, an adequate sample size is needed but a significantly large sample size will give more superior results (Pallant, 2010:182). Malhotra (2010:637) states that factor analysis is used for a variety of reasons which include, the identification of fundamental market segmentation variables, the determination of consumer brand traits, the determination of the target markets media habits and the identification of price-sensitive consumer characteristics. Pallant (2007:179) adds that factor analysis is also an essential tool for the development and validation of measurement scale. A independent t-test was used in the present research. T-testing is a versatile statistical technique used to evaluate mean variations (Pallant, 2007:103 ; Zikmund & Babin, 2010:378). Pallant (2011:241) adds that Levene's test for Equality of Variance tests whether the variance

of scores for the two groups (males and females) is the same within the study. Levene's test was employed in the current study. This one-sample t-test involves comparing the mean of a sample from the expected mean (Malhotra, 2010:504). The independent sample t-test measures the possible differences between the means of two independent population samples or groups (Zikmund & Babin, 2010:378).

3.5.2.3 Feasibility

The feasibility of the study was tested by means of a pilot study. Brace (2013:191) states that a pilot study provides an opportunity to establish the reliability and the validity of the questions. Therefore, before a questionnaire is distributed, it should undergo a pre-test. Various authors (Shukla, 2008:91; Iacobucci & Churchill, 2010:224; Malhotra, 2010:354; Silver *et al.*, 2013:149) report that the aim of pre-testing a questionnaire is to guarantee that the questions are understood in the expected way and that the questionnaire is exempt from any obstacles resulting from design, language, difficulty in question and/or instructional problems. Before embarking on a bigger research or data collection campaign, it may be essential to perform a pilot survey. To determine whether the questionnaire is a reliable instrument, a pilot study was performed. The pilot and pre-test survey participants are expected to be similar to the primary study target population (Iacobucci & Churchill, 2010:223 ; Zikmund & Babin, 2010:54). Zikmund *et al.* (2013:63) state that pilot studies are critical to refining the survey questions and reducing the risk of fatal error in the full study.

For this study, a pilot study was conducted where 44 (26%) of the initial sample completed the questionnaires for the pilot study. Most of the sample for the pilot study was gathered in the area of Pretoria in Gauteng province. After analyzing the data from the questionnaire, it was found that some of the questions in the questionnaire were not properly explained and that participants found them difficult to understand, therefore giving inconclusive responses. The pilot study assisted in rectifying this problem and the questionnaire then changed from an original 34 questions down to 32 questions. The two questions that were removed were "It is important for management and employees to understand the different subtle cues or jargon of different ethnic groups" and "I have trouble socially interacting with my colleagues from different ethnic and cultural groups". Some of the other questions were re-structured to make them more understandable to participants. After these anomalies were rectified, the final questionnaire was then ready for distribution to the 168 participants for collection of data.

3.6 SAMPLING METHOD

3.6.1 Sampling

Defining the population from which the sample is derived is of the utmost importance to successfully obtain reliable and valid results (Chisnall, 1992:52; Struwig & Stead, 2001:41). The sample size refers to the number of respondents needed in a study to reach conclusive findings (Berndt & Petzer, 2011:182). Corbetta (2003:211) explains that the process of sampling is a selective process that targets “a set of units that make up the object of study (population)”. Population refers to a group of people or objects to be studied and a selection is made on the basis of a number of cases to be studied that becomes a sample (Corbetta, 2003:211). McDaniel and Gates (2010:353) note that determining a sample size depends on a variety of factors, including economic (expenses), statistical (techniques of assessment) and management issues. The current study intended to collect 168 questionnaires from 28 selected hotels within Gauteng, selecting from Johannesburg, Tshwane as well as the Vaal Triangle areas. Due to the extensive costs associated with diversity related trainings, hotels that possessed a star rating from 3 to higher were considered for the study. These hotels were seen to have enough financial resources to be able to implement cultural diversity training programmes. Hotels that ranged between 3 stars to 5 stars were then randomly selected to form part of the sample. A total of 84 entry-level employees were selected (3 employees from each hotel), while 84 managers were selected (3 managers from each hotel, either the department heads or the supervisors). The selection of the participants was based on their availability. Pallant (2011:183) states that a sample size of 150-300 is adequate to utilize a quantitative research approach. The sample size of 168 was deemed adequate for this study. However, due to a reduced response rate only 151 completed questionnaires were collected, which still was an acceptable number to conduct quantitative research. In total, 81 employees and 70 managers completed the questionnaire.

According to Berndt and Petzer (2011:173), there are two main methods of sampling—probability and non-probability sampling (see Figure 3.2 below). Probability sampling includes methods such as simple-random sampling, systematic sampling, stratified sampling and cluster sampling, which are all based on a random selection where each population sample set has a known, non-zero chance of forming part of the sample. On the other hand, non-probability sampling displays subjective traits, where the researcher selects participants based on various methods such as convenience sampling, judgement sampling, quota sampling and snowball sampling. This form of sampling provides no certainty that the sample will reflect the entire population (Iacobucci & Churchill, 2010:285; Berndt & Petzer, 2011:175).

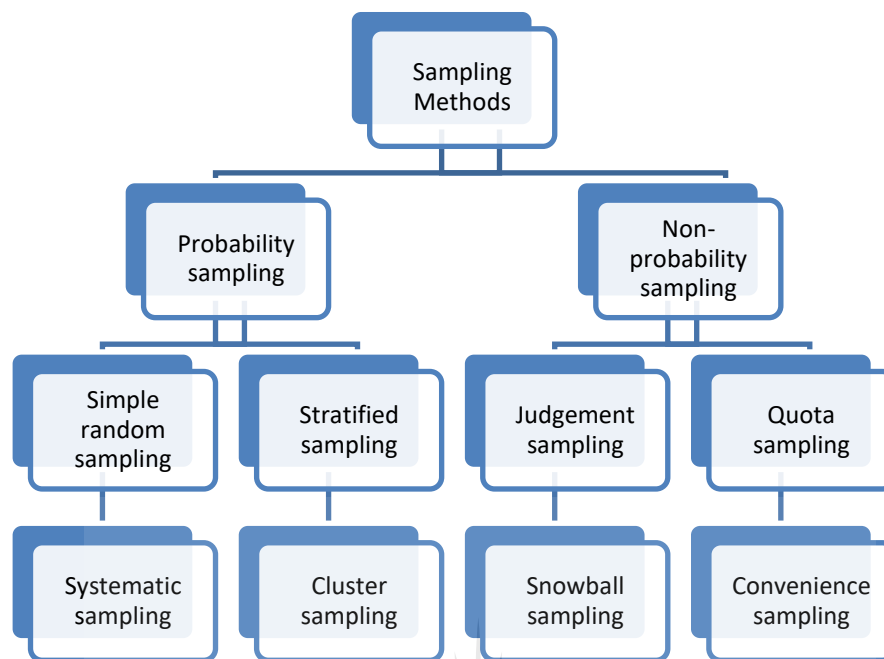


Figure 3.2: Probability and non-probability sampling methods

Source: McDaniel and Gates (2010:335)

For this study, a combination of stratified sampling and convenience sampling was used to select hotels that had a 3-star rating and higher as they were perceived to be more likely to have a cultural diversity training programme in place because of their financial status. Lower-rated hotels were excluded. Using convenience sampling, the hotels were selected based on the geographical location of the researcher as well as the availability of the employees and managers. These forms of sampling allowed the researcher to reduce the sample pool according to the classification of the study, while also allowing the identified sub-set an equal opportunity to be included in the study. This ensured full representivity of all cultural demographics in South Africa. Figure 3.3 below illustrates the sample selection relevant to the participants in the current study.

With stratified data sampling, data are sub-divided into various sub-groups sharing common characteristics (Acharya, Prakash, Saxena & Nigam, 2013:331). An example of such sub-divisions within this particular study are the different star ratings of hotels.

Advantages of stratified random sampling

- It ensures that all groups are fairly represented.
- Characteristics of each stratum can be estimated and comparisons can be made
- It reduces variability from systematic sampling.

Disadvantages of stratified random sampling

- It requires accurate information on proportions of each stratum.
- Stratified lists are expensive to prepare.

Convenience data sampling is a sample chosen at the convenience of the researcher and such samples are chosen because the participants are at the right place at the right time (Acharya *et al.*, 2013:332).

Advantages of convenience sampling

- Most commonly used form of data collection with less rules to follow.
- Allows researcher to collect data that are available to them.

Disadvantages of convenience sampling

- Foremost disadvantage being biasedness of data, meaning the sample could have an uneven representation of particular groups selected in the sample, in the case of this study, the number of managers could be fewer than the number of employees due to availability.
- Data cannot be generalized beyond the sample



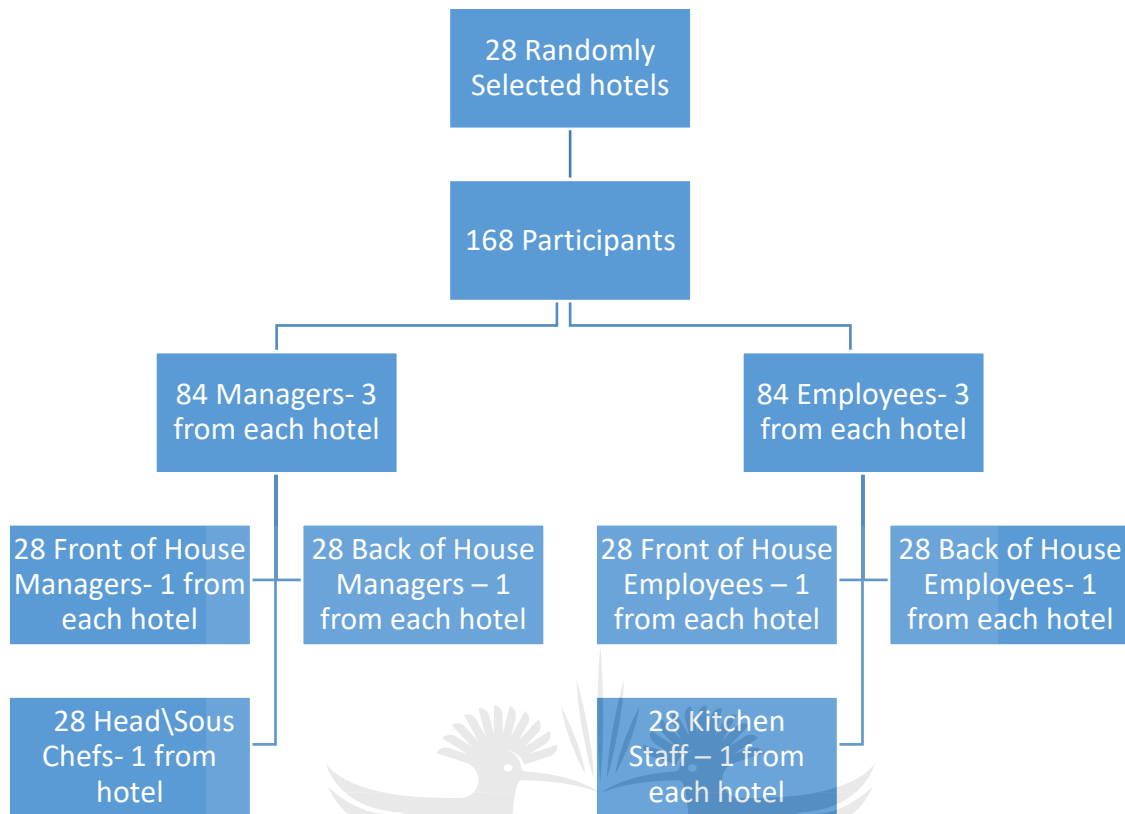


Figure 3.3: Diagram of sample distribution

Source: Researcher's own construct

3.6.2 Data collection

The manner in which data are collected should be considered carefully to ensure the selection of the appropriate instrument or procedure for the study (Brotherton 2008:131). Irrespective of which method is utilised, Researchers must establish methods for standardising the collection process within the study (Struwig & Stead, 2001:86 ; Berndt & Petzer, 2011:202). For this study, a survey method of data collection was chosen. Surveys typically make use of questionnaires. The questionnaire in this study contained both closed-ended questions and open-ended questions, the latter which provided further insight into the responses to the close-ended questions.

The distribution of the questionnaire was done by means of email or hand-delivery to the various hotels. Emails of the questionnaire was sent to heads of departments that were willing to participate in the study but could not complete the questionnaire immediately due to occupancy on the day e.g food and beverage, housekeeping, front desk or kitchen managers or supervisors. Data collection occurred over a period of six months, spanning from November 2016 to April 2017. Each questionnaire was accompanied by a covering letter that explained

the research topic and as well as the ethical principles which were considered in the study, such as the participants' right to remain anonymous and that the study would have no negative effect on the participants and their organizations. The questionnaire was distributed to both front of house or back of house department heads or supervisors as well as entry-level employees, with the intention of gaining their perspectives on cultural diversity and the aspects associated with a multicultural workforce.

3.6.3 Data analysis

Leedy and Ormrod (2010:96) argue that for research to make sense it has to have logical reasoning. Data analysis is seen as involving the drawing of inferences from raw data, which involves the application of multi-methods (Patton, 2002:10). Within this study, preliminary data analysis was conducted with the data set undergoing a process of coding. The coding process involved allocating numerical codes for each response to each question or item in the questionnaire (McDaniel & Gates, 2010:393).

The questionnaire was categorized into four sections, the first being the demographic section. The last three sections were coded as follows:

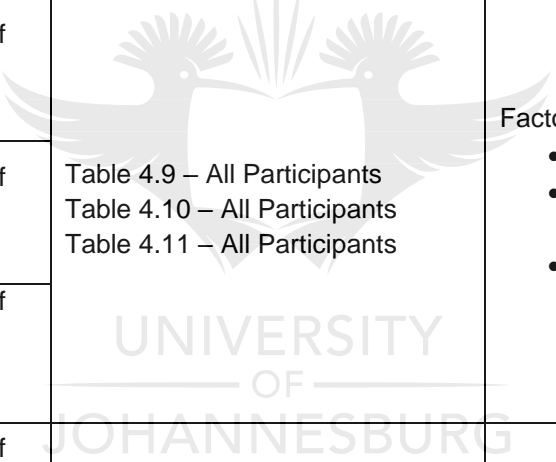
- CDM = Cultural Diversity Management
- BCD = Barriers of Cultural Diversity
- OSCD = Organizational Stance on Cultural Diversity

The second step of the preliminary data analysis was to tabulate the data. Tabulation is the process of arranging data in order by means of a table or a summary which shows the number of responses in each category (Zikmund & Babin, 2010:335). The preliminary analysis would allow the data set to be captured with ease. Statistical Package for the Social Sciences (SPSS) version 25 was used to analyze the data with the aid of the statistics company STATKON. SPSS is a data management and statistical analysis tool which has a very versatile data processing capability. Further analysis of the results was conducted through cross tabulation and filtration of the data. The results of the SPSS were stated in descriptive statistics which interprets the data by frequency distributions (F), frequency percentages (%), mean (M) as well as standard deviations (SD) (Malhotra, 2010:486).

Descriptive statistics were used to enable the researcher to gain further insight into the need for cultural diversity training programmes for hotels. Du Plooy-Cilliers and Cronje (2014:210) explain that descriptive statistics give the researcher an opportunity to understand basic questions, particularly demographic information that relates to age, race, gender, role in company and the number of respondents. The programme also allowed the researcher to explore the relationships between responses to the different questions in the questionnaire.

An illustration of the statistical analysis indicating the measurement instrument can be seen in Table 3.2 below.

Table 3.2: Data analysis

Constructs	Results from Chapter 4 and Sample Group	Data Analysis Method
Demographic variables of Respondents	Table 4.1 - Managers Employees	Descriptive Statistics: <ul style="list-style-type: none"> • Frequencies (N) • Frequency Percentages (%)
Participants Perspective of Cultural Diversity	Table 4.3 – Managers Table 4.4 – Employee	Custom Tables: <ul style="list-style-type: none"> • Frequencies (N), • Frequency Percentages (%), • Mean (M) • Standard Deviation (SD)
Participants Perspective of Cultural Diversity Barriers	Table 4.5 – Managers Table 4.6 – Employee	
Participants Perspective of Organizational Stance on Cultural Diversity	Table 4.7 – Managers Table 4.8 – Employee	
Participants Perspective of Cultural Diversity	 Table 4.9 – All Participants Table 4.10 – All Participants Table 4.11 – All Participants	Factor Analysis <ul style="list-style-type: none"> • KMO and Bartlett's test • Total Variance Explained • Rotated Component Matrix
Participants Perspective of Cultural Diversity Barriers		
Participants Perspective of Organizational Stance on Cultural Diversity		
Participants Perspective of Cultural Diversity		
Participants Perspective of Cultural Diversity Barriers	Table 4.12 – All Participants	Reliability <ul style="list-style-type: none"> • Cronbach's Alpha
Participants Perspective of Organizational Stance on Cultural Diversity		
Participants Perspective of Cultural Diversity		
Participants Perspective of Cultural Diversity	Table 4.13 - Gender Table 4.14 – Position	Independent Sample t-test
Participants Perspective of Cultural Diversity Barriers		
Participants Perspective of Organizational Stance on Cultural Diversity		

Source: Researcher's own construct

3.7 ETHICAL CONSIDERATIONS

The word “ethics” refers to “ethos” or “way of life”, “social norms for conduct that distinguishes between acceptable and unacceptable behaviour” (Shah, 2011:205; Akaranga & Ongong’a, 2013:8). Ethics in terms of research is important and requires that researchers protect the dignity of their subjects and publish accurate information (Fouka & Mantzorou, 2011:4). According to Akaranga and Makau (2016:4), research requires a set standard of discipline that is deemed ethical to foster collaborative efforts within the research. These disciplines are trust, accountability, mutual respect and fairness. For a study to be seen as ethical, a researcher needs to abide by the said disciplines which are associated with authorship, copyright and patenting policies, data sharing policies, as well as confidentiality rules in peer review.

Ethical clearance for this research was granted by the University of Johannesburg’s School of Tourism and Hospitality Ethical Committee and The College of Business and Economics Ethics Committee (Ethics Clearance Number: FOM2015-STH001). All ethical rights and protection of the dignity of participants were considered when conducting the study and participants were assured of the following.

- Confidentiality is the intention to withhold all private information regarding the participants throughout the study (Gravetter & Forzano, 2012:115). All participants were assured of confidentiality at all times, meaning that their identity and the identity of the establishment for which they work would not be revealed in the study.
- Before any data can be collected participant consent needs to be obtained, where participants are given information regarding the purpose of the study and their role in the study (Gravetter & Forzano, 2012:109). Before distributing the questionnaires to general staff, the questionnaires were submitted to senior management for their approval to ensure that the establishment was not compromised. The participants were fully informed about the study and what it entails.
- Participants were assured that participation in the study would in no way reflect negatively on their job or the image of their establishment, or expose them to any harm. A researcher is bound to the promise that no harm shall come to individuals during the participation of the study (Gravetter & Forzano, 2012:106).

Furthermore, the following ethical issues were adhered to within the study:

- **Plagiarism.** Plagiarism is defined as the use or replication of another person’s ideas, processes, results or words without mention of or reference to their input (Ballyram & Nienaber, 2019:26). As per the ethical requirements of the University of Johannesburg,

this research paper was subjected to a Turnitin check for plagiarism. The result reflected a minimum of 10% which was within the University's acceptable percentage levels.

- **Fabrication, falsification or fraud.** This involves creating, inventing, or faking data or results, which are then recorded or reported. It involves the manipulation of scientific findings (Ballyram & Nienaber, 2019:26). In this study, all data collected and analysis thereof was done through STATKON and no data were omitted or altered.

3.8 CONCLUSION

The chapter provided insight into the methodology applied in this study. The research design provided clarity on the data collection instruments and the measurement tools used within the study. The chapter explained the sampling techniques utilized within the study, and the methods used to test the validity, reliability, and feasibility of the various constructs. The chapter concluded with a discussion on the ethical research principles observed and applied in this study.

Chapter 4 presents an analysis of the results of the research, providing an interpretation of the data obtained from the study.



CHAPTER 4

RESULTS

4.1 INTRODUCTION

Chapter 4 presents the statistical analysis and interpretation of the data obtained from hotel management staff and the entry-level employees. The data analysis is expressed through the interpretation of inputs made using SPSS version 25. A brief description of the data collection process, followed by the demographic profiles of the respondents presented in a tabulated format is given within the chapter. Data is displayed by means of frequencies (N) and frequency percentages (%). The section that follows provides a descriptive analysis, displaying customs tables that present the mean, standard deviations as well as the frequency (N) and frequency percentages (%) of the second to fourth construct within the questionnaire.

An independent t-test assessed the differences between the respondents' perspectives on cultural diversity, the barriers associated with cultural diversity, as well as the stance of the hotels on cultural diversity. A comparison was made based on the genders of the participants and the positions they held in the hotels.

The chapter concludes by determining the reliability of the results by means of Cronbach's alpha test.

4.2 DATA COLLECTION PROCESS

In accordance with the sampling process illustrated in Chapter 3, the study intended to distribute 168 questionnaires to participants, with 84 entry-level employees and 84 managers being the target. Three management staff and three entry-level employees were selected from each of 28 hotels. The questionnaires were hand-delivered to various hotels within the Pretoria region or emailed to hotels throughout Gauteng. Each questionnaire was accompanied by a cover letter providing a brief description of the study as well as informing the participants of their right to accept or decline to participate.

Of the 168 distributed questionnaires, 151 were completed while 17 were not recovered, resulting in a 89.88% response rate. Of the 151 recovered questionnaires, 81 were completed by entry-level employees and 70 by hotel managers.

4.3 DEMOGRAPHIC DATA

Primary dimensions of diversity are the basic components or distinguishing factors that differentiate individuals (Clements & Jones, 2006:13). The demographic section of the

questionnaire measured variables such as the respondents' age, race, home language, educational background, ethnic origins, religious beliefs, department in which they work, the respondents' position at work and lastly their marital status. The demographic information allowed the researcher to examine the extent of diversity in the hotel structures of the sampled hotels, providing an indication of which demographic groups were represented and are affected by which cultural diversity based challenges. Table 4.1 indicates the variables obtained, with the frequencies (N) and frequency percentage presented.

Table 4.1: Demographic variables of participants (N=151)

Demographic Variables		Managers	Employees	Overall
Gender	Male	27 (38.6%)	21 (25.9%)	48 (31.8%)
	Female	43 (61.4%)	60 (74.1%)	103 (68.2%)
	Total	70 (100%)	81 (100%)	151 (100%)
Race	Black	45 (64.3%)	70 (86.4%)	115 (76.1%)
	White	18 (25.7%)	3 (3.7%)	21 (13.9%)
	Coloured	2 (2.9%)	7 (8.6%)	9 (6%)
	Indian	5 (7.1%)	1 (1.2%)	6 (4%)
	Total	70 (100%)	81 (100%)	151 (100%)
Religion	Christian	61 (87.1%)	68 (84%)	129 (85.4%)
	Jewish	1 (1.4%)	0	1 (0.7%)
	Hindu	3 (4.3%)	2 (2.5%)	5 (3.3%)
	Atheist	1 (1.4%)	3 (3.7%)	4 (2.6%)
	Islam	1 (1.4%)	2 (2.5%)	3 (2%)
	Mormon		1 (1.2%)	1 (0.7%)
	Other	3 (4.3%)	5 (6.2%)	8 (5.3%)
	Total	70 (100%)	81 (100%)	151 (100%)
Age group	Less than 20		4 (4.9%)	4 (2.6%)
	20-29	30 (42.9%)	48 (59.3%)	78 (51.7%)
	30-39	23 (32.9%)	10 (12.3%)	33 (21.9%)
	40-49	11 (15.7%)	18 (22.2%)	29 (19.2%)
	50-59	6 (8.6%)	1 (1.2%)	7 (4.6%)
	Total	70 (100%)	81 (100%)	151 (100%)
Marital status	Married	32 (45.7%)	19 (23.5%)	51 (33.8%)
	Widowed	2 (2.9%)	3 (3.7%)	5 (3.3%)
	Divorced	3 (4.3%)	1 (1.2%)	4 (2.6%)
	Single	33 (47.1%)	58 (71.6%)	91 (60.3%)
	Total	70 (100%)	81 (100%)	151 (100%)
Cultural groups	English	11 (15.7%)	5 (6.2%)	16 (10.6%)
	Setswana	13 (18.6%)	19 (23.5%)	32 (21.2%)
	Sesotho	2 (2.9%)	6 (7.4%)	8 (5.3%)
	Afrikaans	17 (24.3%)	5 (6.2%)	22 (14.6%)
	Venda	2 (2.9%)	4 (4.9%)	6 (4%)
	Tsonga	4 (5.7%)	4 (4.9%)	8 (5.3%)
	isiZulu	5 (7.1%)	12 (14.8%)	17 (11.3%)
	Swati	3 (4.3%)	5 (6.2%)	8 (5.3%)
	Sepedi	2 (2.9%)	9 (11.1%)	11 (7.3%)
	isiXhosa	6 (8.6%)	6 (7.4%)	12 (7.9%)
	Ndebele	2 (2.9%)	2 (2.5%)	4 (2.6%)
	Other	3 (4.3%)	4 (4.9%)	7 (4.6%)
	Total	70 (100%)	81 (100%)	151 (100%)
Education	Grade 11 or Lower	4 (5.7%)	8 (9.9%)	12 (7.9%)
	Grade 12	9 (12.9%)	29 (35.8%)	38 (25.2%)
	Certificate	4 (5.7%)	12 (14.8%)	16 (10.6%)

	Diploma	35 (50%)	23 (28.4%)	58 (38.4%)
	Bachelor's Degree	13 (18.6%)	7 (8.6%)	20 (13.2%)
	Honours Degree	2 (2.9%)	1 (1.2%)	3 (2%)
	Master's Degree	3 (4.3%)		3 (2%)
	Other	0	1 (1.2%)	1 (0.7%)
	Total	70 (100%)	81 (100%)	151 (100%)
Department	Housekeeping	16 (22.9%)	12 (14.8%)	28 (18.5%)
	Kitchen	9 (12.9%)	24 (29.6%)	33 (21.9%)
	Front of House	33 (47.1%)	33 (40.7%)	66 (43.7%)
	Banqueting	12 (17.1%)	12 (14.8%)	24 (15.9%)
	Total	70 (100%)	81 (100%)	151 (100%)
Position	Manager/ Assistant Manager/ Supervisor			70 (46.4%)
	Entry-level Employee			81 (53.6%)
	Total			151 (100%)

Source: Researcher's own construct

4.3.1 Gender representation of the respondents

As shown in Table 4.1 above, the majority of the participants were female (68.2%; n=103). The remaining 31.8% (n=48) were male. To fully understand the situational stance of the respondents in the context of cultural diversity, their positions were also taken into consideration. Of the total sample, 46.4% (n=70) held a management position, while 53.6% (n=81) were entry-level employees. When assessing the positions that both genders held, it was identified that 38.6% (n=27) of the 70 managers were male, compared to 61.4% (n=43) who were female. Table 4.1 indicates that 25.9% (n=21) of the 81 entry-level employees are males, while females made up 74.1% (n=60).

4.3.2 Racial profile of respondents

The various racial dynamics were covered when reflecting on the extent of cultural diversity within the working environment of the sampled hotels. Table 4.1 reveals that the majority of respondents, 76.1% (n=115), were Black, while 13.9% (n=21) were Caucasian, followed by a smaller percentage of 6% (n=9) who were Coloured. The Indian population were the least represented with 4% (n=6). Reflecting on the job positions of each racial group, 64.3% (n=45) of the 70 managers were Black, compared to 25.7% (n=18) Caucasian, and 7.1% (n=5) Indian. The least represented racial group in management positions were the Coloured demographic, making up 2.9% (n=2) of the managers. When assessing the entry-level employees, 86.4% (n=70) were Black, Whites made up 3.7% (n=3), the Coloured population amounted to 8.6% (n=7) and lastly, the Indian population being 1.2% (n=1).

4.3.3 Age groups of respondents

When constructing the questionnaire, the respondents' age was taken into consideration to establish whether it contributes to the generational thinking of the various age groups and how they interact with colleagues in their working environment. Table 4.1 shows that 4 (2.6%) of the respondents were of the age 20 years or below, 78 (51.7%) were between the ages of 20 to 29, 33 (21.9%) were from the age group of 30 to 39, 29 (19.2%) fell within the 40 to 49 age group, while 7 (4.6%) were from the 50 to 59 age group.

The data show that the dominant age group the 20-29 years group, who made up half of the workforce within the sampled hotels. It was also of interest to note the positions held by the participants in their respective age groups. Table 4.3 indicates that no managers were 20 years and younger, while 30 (42.9%) of the 70 that participated in the study fell in the 20-29 range, 23 (32.9%) were between the ages of 30-39, only 11 (15.7%) were in the 40-49 age range and the final 6 (8.6%) formed part of the 50-59 age group. In terms of the entry-level employees, results show that 4 (4.9%) respondents were 20 years old or younger, 48 (59.3%) were between 20-29, 10 (12.3%) were between 30-39, 18 (22.2%) were 40-49 years and 1 (1.2%) was between 50-59 years of age.

4.3.4 Marital status of respondents

Marital status of the respondents was a variable used to measure the extent of diversity in the work environment as it is categorized under the secondary dimension of cultural diversity. From Table 4.1 it can be seen that of the 151 participants, 51 (33.8%) were married, 5 (3.3%) were widowed, 4 (2.6%) divorced and 91 (60.3%) of the respondents were single. In terms of the positions held by participants, the percentage of married managers (45.7%) is almost double that of married entry-level employees (23.5%). Furthermore, there is a significant difference in numbers of single managers compared to single entry-level employees. Single managers made up 47.1% of the total sampled managers compared to 71.6% of entry-level employees who were single.

4.3.5 Cultural/ethnic composition of respondents

The study investigated the cultural groups found within the South African demographics to establish the difference in languages and ethnicity of the workforce as this played a role in depicting whether or not communication, stereotyping, and discrimination would be barriers that would arise in the workforce. Table 4.1 reveals that of the total sample, the majority of participants were Setswana at 32 (21.2%), followed by Afrikaans at 22 (14.6%), IsiZulu at 17 (11.3%) and English at 16 (10.6%). These cultural/ethnic groups were predominant but it can also be seen that there is a wide spread of other cultures within the hotel working environment

with 11 Sepedi (7.3%), 12 IsiXhosa (7.9%), 8 Swati (5.3%), 8 Sesotho (5.3%), 8 Tsonga (5.3%), 6 Venda (4%), 4 Ndebele (2.6%), and lastly, 7 other ethnic groups not specified (4.6%).

4.3.6 Educational background of participants

The educational background of the participants was used to measure their degree of understanding within the context of cultural diversity, as education is perceived to play a vital role in the participant's ability to understand the questions contained in the questionnaire. All relevant educational levels were considered in the questionnaires. The results showed that of the 151 participants, 12 (7.9%) had not completed secondary school, having only achieved grade 11 or lower, 38 (25.2%) had completed grade 12, and 16 (10.6%) had obtained some form of certificate. A tertiary diploma was held by 58 (38.4%), while 20 (13.2%) had a Bachelor's degree, 3 (2%) had an Honours degree and 3 (2%) held a Master's degree. Only 1 (0.7%) respondent did not specify any level of education and indicated "Other".

When linking the educational level of the participants and the positions they hold, the results indicate that of the 70 managers, 4 (5.7%) had grade 11 or lower, 9 (12.9%) obtained a grade 12 certificate, 4 (5.7%) had some form of certificate, 35 (50%) possessed a diploma, 13 (18.6%) had a Bachelor's degree, 2 (2.9%) obtained an Honours degree, and 3 (4.3%) held a Master's degree. When reflecting on the entry-level employees' educational background, 8 (9.8%) had grade 11 or lower, 29 (35.8%) completed grade 12, only 23 (28.4%) had a diploma, 7 (8.6%) obtained a Bachelor's degree, and only 1 (1.2%) had an Honours degree. No entry-level employee was in possession of a Master's degree, however, 1 (1.2%) indicated "Other" (unspecified form of education).

4.3.7 Religious affiliation of respondents

Table 4.1 above illustrates that a significant number of the participants were Christian (85.4%; (n=129) and 0.7% (n=1) indicated that they were Jewish. The remaining 3.3% (n=5) were Hindu, 4 (2.6%) were Atheist, 3 (2%) were Islamic, 1 (0.7%) Mormon and the last 8 (5.3%) belonged to "Other" religious groups not specified.

Although the majority of the participants were Christian, Christianity has various sub-divisions such as Methodist, Anglican, Pentecostal, Dutch Reformed, members of the Zion Christian Church and Catholic (see Table 4.2 below). All the sub-divisions differ in their beliefs and religious practices, therefore how they think and perform their duties may also differ.

Table 4.2: Christianity sub-division

Denomination	Adherents	% of Christians
Methodist	3,305,404	9.2%
Dutch Reformed	3,005,698	8.4%
Anglican	1,722,076	4.8%
Lutheran	1,130,987	3.2%
Presbyterian	832,495	2.3%
Baptist	691,237	1.9%
Congregational	508,825	1.4%
Other Reformed	226,495	0.6%
Total mainstream Protestant	11,423,217	31.9%
Pentecostal/Charismatic	3,422,749	9.6%
Apostolic Faith Mission	246,190	0.7%
Other Apostolic	5,609,070	15.7%
Total Pentecostal	9,279,009	25.9%
Zion Christian Church	4,971,932	13.9%
Other Zionist	1,887,147	5.3%
Ethiopian	880,414	2.5%
iBandla lama Nazaretha	248,824	0.7%
Other African Independent	656,644	1.8%
Total African Independent	8,644,961	24.2%
Catholic	3,181,336	8.9%
Orthodox	42,251	0.1%
Other Christian	3,195,477	8.9%
Total	35,765,251	

Source: Wikipedia.org (2012:12)

4.4 CUSTOM TABLES

The custom tables were designed to report the mean (M), standard deviation (SD) and frequency percentage obtained to provide an analysis of the findings pertaining to the constructs within the questionnaire. A 5-point Likert scale was the tool used to measure the variables within the constructs. The findings are displayed in Table 4.3 below.

Table 4.3: Managers' perspectives on cultural diversity management

Variable	N	Mean	SD	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
In my department, we have people with different cultures, religions, and social backgrounds.	70	4.09	0.959	6 (8.5%)	8 (11.4%)	56 (80%)
Having different cultures working together in the workplace is not needed.	70	2.06	1.128	49 (70%)	13 (18.6%)	8 (11.4%)
Cultural diversity training is a needed tool in my organization.	70	3.94	0.931	4 (5.8%)	14 (20%)	52 (74.3%)
I consider my colleagues' cultural, religious or social values when relating tasks or communicating with them.	70	3.80	1.044	7 (10%)	16 (22.9%)	47 (67.1%)
I consider the views of my colleagues even though they are different to my own.	70	4.33	0.793	2 (2.9%)	2 (2.9%)	66 (94.3%)
I do everything possible to understand my colleagues' cultural backgrounds.	70	3.87	1.128	9 (12.8%)	10 (14.3%)	51 (72.9%)
I am able to identify culturally-biased assumptions in my workplace.	70	3.80	1.016	8 (11.4%)	11 (15.7%)	51 (72.9%)
Management tries to solve cultural diversity issues personally in the workplace.	70	3.26	1.200	18 (25.7%)	20 (28.6%)	32 (45.7%)
My cultural, social, or religious background influences the way in which I perform my duties.	70	2.99	1.409	30 (42.9%)	8 (11.4%)	32 (45.7%)
Overall		4.00	.77397			

Source: Researcher's own construct

The mean for the managers regarding their perceptions on cultural diversity ranged between $M=2.06$ and $M=4.33$, with an average mean of $M=4.00$; the standard deviation ranged between $SD=0.793$ and 1.409 with an average standard deviation of $SD=.77397$, which indicates a general level of agreement with the statements posed in the construct.

When reflecting on the respondents' positions as shown in Table 4.3 it can be seen that 80% of the managers agreed that their departments comprised individuals with various cultures, religions and social backgrounds. The high level of agreement obtained a high mean of

M=4.09. It can also be seen that only 11.4% of the managers agreed with the statement that having different cultures working together in the workplace was not needed, as compared to the 70% that disagreed with the notion. The statement reflected a low mean score of 2.06. Pertaining to the need for cultural diversity training in their organization, 74.3% (M=3.94) of the managers agreed with the statement, thereby indicating a need for cultural diversity training. When managers were asked if they considered their colleagues' cultural, religious or social values when relating tasks or communicating with them, the statement obtained a high agreement level of 67.1% with a mean of M=3.80. The statement on whether managers considered the views of their colleagues even though they are different to their own, yielded a mean score of M=4.33, with a high agreement percentage of 94.3%.

Furthermore, 72.9% (M=3.87) of the managers acknowledged that they did everything possible to understand their colleagues' cultural backgrounds. In regards to their ability to identify culturally biased assumptions in the workplace, the majority of the managers indicated they were able to identify cultural bias. The statement obtained a high agreement level of 72.8% with a mean of M=3.80. Concerning cultural diversity-related issues in the workplace, only 45.7% of the managers indicated that they actively tried to resolve diversity dilemmas. The neutral and disagreement responses were only marginally different, scoring 28.6% and 25.7% respectively. The statement scored a mean of M=3.26. Managers' perspectives regarding the influence that their cultural, social, or religious background had on how they performed their duties indicated similar or only a slight difference between "Agree" and "Disagree". The agreement level scored 45.7%, while 42.9% disagreed with the statement, yielding a low mean score of M=2.99.

Table 4.4: Employees' perspectives on cultural diversity management

Variables	N	Mean	SD	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
In my department we have people who have different cultures, religions and social backgrounds.	81	4.09	0.938	5 (6.2%)	11 (13.6%)	65 (80.2%)
Having different cultures working together in the workplace is not needed.	81	1.78	1.061	68 (84%)	2 (2.5%)	11 (13.5%)
Cultural diversity training is a needed tool in my organization.	81	4.04	0.813	4 (4.9%)	13 (16%)	64 (79%)
I consider my colleagues cultural, religious or social values when relating tasks or communicating with them.	81	4.05	0.850	4 (4.9%)	12 (14.8%)	65 (80.3%)
I consider the views of my colleagues even though they are different to my own.	81	4.40	0.71	2 (2.5%)	4 (4.9%)	75 (92.6%)
I do everything possible to understand my colleagues' cultural backgrounds.	81	4.11	0.908	6 (7.4%)	8 (9.9%)	67 (82.7%)
I am able to identify culturally biased assumptions in my workplace.	81	3.95	0.999	7 (8.7%)	15 (18.5)	59 (72.8%)
Management tries to solve cultural diversity issues personally in the workplace.	81	3.21	1.320	22 (27.1%)	22 (27.2%)	37 (45.7%)
My cultural, social, or religious background influences the way in which I perform my duties.	81	2.98	1.449	35 (43.2%)	12 (14.8%)	34 (42%)
Overall		4.1852	.62138			

Source: Researcher's own construct

When assessing the employees' perspectives on cultural diversity the mean score ranged between M=1.78 and M=4.40, with the standard deviation between SD=0.71 and SD=1.449. The average mean for the construct was M=4.1852, with an average standard deviation of SD=.62138. The overall mean score indicated that employees agreed with the statements posed in the construct.

As indicated in Table 4.4 above, 80.2% of the employees agreed with the notion that within their department there are people with various cultures, religions, and social backgrounds. The statement reflected a high mean of M=4.09. Notably, the majority of the employees were not in agreement that a multicultural workforce was not needed. The statement obtained a relatively low mean of M=1.78, with only 13.5% agreeing with the sentiment. Regarding the

need for a cultural diversity training tool in the hotels, 79% of the employees indicated that it was needed, as the statement reflected a high mean of $M=4.04$. In investigating the employees' communication skills within a multicultural workforce, 80.3% indicated that they considered their colleagues' cultural, religious or social values before relaying tasks or communicating with them.

The statement obtained a mean of $M=4.05$. Furthermore, with a mean of $M=4.40$, 92.6% of the employees indicated that they considered the views of their colleagues even though they were different to their own. The majority of the employees also agreed that they did everything possible to understand their colleagues' cultural backgrounds, as 82.7% were in agreement with the statement which obtained a relatively high mean score of $M=4.11$. When employees were asked if they were able to identify culturally biased assumptions in their workplace, 72.8% said they were able to, whereas only 8.7% were unable to. Notably, only 45.7% of the employees felt that management tried to resolve any cultural diversity-related issues, as the statement obtained a mean of $M=3.21$. The last statement within the construct asked employees if their cultural, social, or religious background influenced the manner in which they performed their duties. The results indicated that 43.2% of the employees believed that their background did play a role in their performance, while 42% indicated otherwise.

Table 4.5 below reflects the managers' mean and standard deviation pertaining to barriers associated with cultural diversity. The mean score for the construct ranged between $M=2.34$ and $M=4.21$, with the standard deviation being between $SD=0.797$ and $SD=1.295$. The overall mean for the construct is $M=2.5179$ with a standard deviation of $SD=1.02179$, indicating a general disagreement by managers to the statements posed in the construct.

As seen from Table 4.5, 36.8% of the managers felt that working with a culturally diverse workforce helped them to perform their duties better. The low level of agreement was reflected in the low mean of 3.14. Regardless, 90% of the managers could still communicate well with their colleagues even though they come different backgrounds, as the statement mean was $M=4.21$. Just over half the managers (52.8%) indicated they experienced no culturally-based discrimination in their work environment, with a mean of $M=2.66$. Moreover 57.1% of the managers were not affected by culturally-based discrimination as the statement reflected a relatively low mean of $M=2.49$. Conflict caused by cultural, religious, and social differences was also not a factor as 50% of the managers indicated that they had not experienced this. A significant majority (65.7%) of managers disagreed with the statement that within their department there have been incidents of ethnic, social, religious or cultural stereotyping. The statement obtained a low mean of $M=2.34$.

Table 4.5: Managers' perspectives on cultural diversity barriers

Variables	N	Mean	SD	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
Working with people of different cultures, religions, race, gender, and social backgrounds help me perform my duties better.	70	3.14	1.081	19 (27.1%)	24 (34.3%)	27 (38.6%)
I can communicate well with my colleagues even when they come from different cultural backgrounds.	70	4.21	0.797	3 (4.3%)	4 (5.7%)	63 (90%)
I experience forms of culturally-based discrimination in my work environment.	70	2.66	1.295	37 (52.8%)	12 (17.1%)	21 (30%)
Cultural discrimination in my workplace affects my ability to do my job.	70	2.49	1.248	40 (57.1%)	13 (18.6%)	17 (24.2%)
Conflict due to cultural, social, or religious differences arises in my work environment.	70	2.59	1.280	35 (50%)	17 (24.3%)	18 (25.7%)
Within my department, there have been incidents of ethnic, social, religious or cultural stereotyping.	70	2.34	1.178	46 (65.7%)	10 (14.3%)	14 (20%)
Overall		2.5179	1.02179			

Source: Researcher's own construct

As seen in Table 4.6 below, the mean for the construct ranged between $M=2.72$ and $M=4.37$, with the standard deviation ranging between $SD=0.782$ and $SD=1.351$. The overall mean for the construct was $M=2.8858$ with a standard deviation of $SD=.97872$, which indicates general disagreement with the statements posed in the construct.

Table 4.6 shows that employees found working with people of different cultures, religions, race, gender and social background to be beneficial in performing their duties, with 56.7% agreeing with the statement which obtained a mean of $M=3.63$. Moreover, the majority of the employees believed they could effectively communicate with their colleagues even though they came from different cultural backgrounds (93.8%), which reflected a high mean of $M=4.37$. Employees that experienced culturally-based discrimination amounted to 48.2%, 40.8% had not experienced any culturally-based discrimination and the statement reflected a mean of $M=3.11$. Notably, 40.8% of the employees indicated that culturally-based discrimination affected their ability to perform their work duties, whereas 40.8% disagreed with the statement, with a mean of $M=2.99$. Regarding conflict arising due to cultural, religious or social difference in the workplace, 48.1% of employees indicated they had not witnessed any culturally-based conflict, returning a mean of $M=2.72$. entry-level employees (50.6%)

disagreed that cultural, ethnic, social or religious stereotyping occurred in their work environment, and the statement obtained a mean of $M=2.73$.

Table 4.6: Employees' perspectives on cultural diversity barriers

Variables	N	Mean	SD	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
Working with people of different cultures, religions, race, gender, and social backgrounds help me perform my duties better.	81	3.63	0.901	6 (7.4%)	29 (35.8%)	46 (56.7%)
I can communicate well with my colleagues even when they come from different cultural backgrounds.	81	4.37	0.782	2 (2.5%)	3 (3.7%)	76 (93.8%)
I experience forms of culturally-based discrimination in my work environment.	81	3.11	1.351	33 (40.8%)	9 (11.1%)	39 (48.2%)
Cultural discrimination in my workplace affects my ability to do my job.	81	2.99	1.299	33 (40.7%)	15 (18.5%)	33 (40.8%)
Conflict due to cultural, social or religious differences arises in my work environment.	81	2.72	1.164	39 (48.1%)	20 (24.7%)	22 (27.2%)
Within my department there have been incidents of ethnic, social, religious or cultural stereotyping.	81	2.73	1.285	41 (50.6%)	15 (18.5%)	25 (30.9%)
Overall		2.8858	.97872			

Source: Researcher's own construct

To gain a clear understanding of the organizational stance of the hotels from the perspective of the managers, Table 4.7 below indicates the mean of the measured construct in which the series of statements were posed. The mean ranged between $M=2.46$ and $M=3.80$, the standard deviation ranged between $SD=1.059$ and $SD=1.259$. The construct reflected an overall mean and standard deviation for the managers of $M=3.5314$ and $SD=.89716$ indicating that managers neither agreed or disagreed with the statements posed.

As shown in Table 4.7, managers felt that their organizations promoted having a multicultural workforce, as the statement obtained a mean of $M=3.74$ and a high agreement level of 65.7%. The majority (67.1%) of the managers agreed that their organizations acknowledged the different cultural, religious and social beliefs of its employees, reflecting a mean of $M=3.74$. However, 60% of managers believed that a person with a culturally diverse background still had to follow the cultural practices of the organization even though it was different to their own;

this statement reflected a mean of $M=3.67$. A high agreement level of 70% and a mean of $M=3.80$ indicated that individuals are given the opportunity to grow and progress within the organization, regardless of their cultural, ethnic, social or religious backgrounds. Moreover, 57.2% of the managers believed that they provided support for employees when they faced diversity-related issues, with a mean score of $M=3.54$. A significant 55.7% of the managers indicated that no cultural diversity training initiatives were in place to assist them with cultural diversity-related dilemmas, as the statement reflected a low mean of $M=2.46$. A majority of 41.5% of participants felt that the training initiatives that are in place were not effective in assisting them better handle cultural diversity issues, and obtained a low mean of $M=2.83$.

Table 4.7: Managers' perspectives on organizational stance on cultural diversity

Variables	N	Mean	SD	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
My organization promotes having a multicultural workforce.	70	3.74	1.073	9 (12.9%)	15 (21.4%)	46 (65.7)
My organization has cultural diversity training programmes or innovations in place to help me better work in a multicultural workforce.	70	2.46	1.259	39 (55.7%)	15 (21.4%)	16 (22.8%)
The cultural diversity training or innovations provided effectively assist me in better handling any cultural diversity-related dilemmas within my work environment.	70	2.83	1.351	29 (41.5%)	17 (24.3%)	24 (34.3%)
My organization acknowledges the different cultural, religious and social beliefs of its employees.	70	3.74	1.163	13 (18.6%)	10 (14.3%)	47 (67.1%)
As a person with different social, religious, ethnic and cultural backgrounds, I have to follow the organizations cultural practices even if it is different to my own.	70	3.67	1.059	10 (14.3%)	18 (25.7%)	42 (60%)
I receive support from management when faced with diversity-related issues	70	3.54	1.188	15 (21.4%)	15 (21.4%)	40 (57.2%)
I am given an opportunity to grow and progress within my organization regardless of my cultural, ethnic, social and religious backgrounds.	70	3.80	1.175	10 (14.2%)	11 (15.7%)	49 (70%)
Overall		3.5314	.89176			

Source: Researcher's own construct

Table 4.8 below depicts the entry-level employees' perspectives of organizational stance on cultural diversity. The mean ranged between $M=2.81$ and $M=3.67$, while the standard deviation ranged between $SD=1.118$ and $SD=1.295$. The overall mean for the construct was $M=3.4716$ and the overall standard deviation was $SD=.93825$. The overall mean meant that employees neither agreed or disagreed with the statements posed in the construct.

As seen from Table 4.8, 63% of employees believed that their organizations promoted having a multicultural workforce, as the mean reflected $M=3.65$. Furthermore, a high percentage of employees (69.1%), with a mean of $M=3.67$, indicated that the hotel in which they work acknowledges the various cultural, religious and social beliefs of its workforce. Employees indicated that even though an individual may come from different social, religious, ethnic, and cultural backgrounds, they were still expected to follow the organizational cultural practices, despite being different to their own. This is reflected in the 60.5% of employees that agreed with the statement and attained a mean of $M=3.49$. When investigating whether the hotels had a cultural diversity initiative, 43.2% of the employees said there was none, while 37% indicated that there were initiatives in place. This statement obtained a mean of $M=2.81$.

Significantly, only 48.1% of the employees agreed that the cultural diversity initiatives that were put into place were indeed effective in assisting with culturally-based dilemmas, and obtained a $M=3.19$ mean score. On being asked if they received support from management when faced with diversity-related issues, 46.9% of the employees agreed with the statement, reflecting a mean of $M=3.30$. A large number of the employees (70%) indicated that they were given the opportunity to grow and progress within their organization, and the statement reflected a mean of $M=3.80$.

Table 4.8: Employees' perspectives on organizational stance on cultural diversity

Variables	N	Mean	SD	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
My organization promotes having a multicultural workforce.	81	3.65	1.120	12 (14.8%)	18 (22.2%)	51 (63%)
My organization has cultural diversity training programmes or innovations in place to help me better work in a multicultural workforce.	81	2.81	1.295	35 (43.2%)	16 (19.8%)	30 (37%)
The cultural diversity training or innovations provided effectively assist me in better handling any cultural diversity-related dilemmas within my work environment.	81	3.19	1.205	23 (28.3%)	19 (23.5%)	39 (48.1%)
My organization acknowledges the different cultural, religious and social beliefs of its employees.	81	3.67	1.118	14 (17.3%)	11 (13.6%)	56 (69.1%)
As a person with different social, religious, ethnic and cultural backgrounds, I have to follow the organizations cultural practices even if it is different to my own.	81	3.49	1.276	17 (20.9%)	15 (18.5%)	49 (60.5%)
I receive support from management when faced with diversity-related issues	81	3.30	1.219	19 (23.4%)	24 (29.6%)	38(46.9%)
I am given an opportunity to grow and progress within my organization regardless of my cultural, ethnic, social and religious backgrounds.	81	3.56	1.265	16 (19.7%)	15 (18.5%)	50 (61.7%)
Overall		3.4716	.93825			

Source: Researcher's own construct

4.5 FACTOR ANALYSIS

To measure what a scale is intended to measure, the validity of the scale needs to be tested. Validity is the degree to which a measure accurately represents the measured characteristics (Zikmund & Babin, 2010:250). Construct validity is a measure that evaluates the plausible representation and connection by the measuring instrument of the underlying theory. This infers that construct validity merges the theory-construction gap (McDaniel & Gates, 2010b:256). Construct validity is categorized into three measures, namely convergent, discriminant and nomological validity. Convergent validity is intended to establish the magnitude of the correlation between distinct measures measuring the same or similar

constructs (Struwig & Stead, 2001:142; McDaniel & Gates, 2010:320). Convergent validity is commonly assessed by examining the factor loadings and by estimating the average percentage of variation. Factor loadings above 0.5, but preferably above 0.7, indicate sufficient items for each factor (Malhotra, 2010:734).

To examine the factorability of the data, the KMO test as well as the Bartlett test of sphericity was performed. For an appropriate sampling adequacy, a KMO test value of 0.6 and higher needs to be attained as well as a significant Bartlett's test of sphericity (Pallant, 2010:183). For Bartlett's test of sphericity to be statistically significant then $p < .05$ (Pallant, 2011:187). As seen in Table 4.9 below, the KMO value returned was satisfactory, with a $KMO=0.738$, indicating that the patterns of correlation are relatively compact and the factor analysis should yield reliable factors. The Chi Square test=626.318 ($df=66$) with 66 degree of freedom $p=0.000<0.05$. The quantity of the sample was seen to be adequate for factor analysis as an appropriate technique to further analyse the data.

Table 4.9: KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.738
Bartlett's Test of Sphericity	Approx Chi - Square	626.318
	Df	66
	Sig	.000

Source: Researcher's own construct

The Kaiser value criterion states that only component values of one or more are retained for further solutions (Kaiser, 1970:401). Using Kaiser's value criterion to determine the underlying components, the analysis yielded three factors which were extracted from 12 variables used in the study (see Table 4.10 below). The three extracted factors explained 62.41% of the variability for the Importance of Effective Cultural Diversity Training Programmes, which explains almost two thirds of the variability. Factor 1, which dealt with cultural diversity management, explained 25.22% of the variability for the importance of effective cultural diversity training programmes. The perceptions of individuals are important with regards to cultural diversity, as the effectiveness of diversity-related programmes depends on the tolerance and acceptance of individuals towards a culturally diverse workforce.

The second factor reflected on cultural diversity barriers. This factor explained 21.69% of the variability in regards to the importance of effective cultural diversity training programmes. To identify whether cultural diversity training programmes are needed, it first needs to be determined whether there are existing cultural diversity dilemmas. The third factor, which dealt with organizational stance on cultural diversity, explained 15.49% of the variability in respect

to the importance of effective cultural diversity training programmes. The position that an organization takes on cultural diversity determines whether it promotes a multicultural workforce, as well as the resources it is willing to invest into managing a culturally diverse workforce.

Table 4.10: Total variance explained

Initial Eigenvalues				Extraction Sum of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.283	27.358	27.358	3.283	27.358	27.358	3.027	25.222	25.222
2	2.646	22.051	49.409	2.646	22.051	49.409	2.603	21.691	46.912
3	1.560	13.002	62.411	1.560	13.002	62.411	1.860	15.498	62.411
4	.832	6.934	69.344						
5	.700	5.837	75.181						
6	.646	5.385	80.566						
7	.560	4.665	85.232						
8	.496	4.132	89.364						
9	.425	3.540	92.904						
10	.339	2.823	95.727						
11	.268	2.236	97.964						
12	.244	2.036	100.000						

Source: Researcher's own construct

The idea of rotated component matrix is to reduce the number factors on which the variables under investigation have high loadings. Rotation does not actually change anything but makes the interpretation of the analysis easier (Chetty & Datt, 2015:online). Table 4.11 below shows the loadings of 12 variables from the three factors extracted. Factor 1 successfully loaded five variables as seen highlighted in red, while factor 2 loaded only four successful variables which are highlighted in yellow, factor 3 only loaded three variables as indicated with turquoise highlighting. All variables not highlighted represent loadings that are less than 0.5, which indicate a low factor loading. The reasoning behind the low factor loading could be due to the variables not measuring what they were intended to measure.

Table 4.11: Rotated component matrix

Items	Component		
	1	2	3
OSCD4	.817	-.008	-.057
OSCD7	.798	-.193	.088
OSCD1	.757	-.050	.059
OSCD6	.750	-.153	.128
OSCD3	.696	.107	-.017
BCD3	-.167	.820	.107
BCD5	-.059	.801	.186
BCD4	-.070	.783	.228
BCD6	.058	.727	-.212
CDM5	-.078	-.032	.777
CDM4	.019	.263	.773
CDM6	.240	.054	.696

Source: Researcher's own construct

4.6 RELIABILITY

Malhotra (2010:318) states that reliability is a tool that is used to determine whether multi-items scales repeatedly produce consistent results when repetitive measurements are conducted. Therefore, a scale is considered reliable when the criterion is met (Shukla, 2008:83; McDaniel & Gates, 2010:251).

To determine the reliability of a scale, internal consistency reliability was utilized (Malhotra, 2010:319). Cronbach's alpha was one of the measures used in the study to test the reliability of the scale used. Morgan, Reichert and Harrison (2016:27) opine that the Cronbach alpha test is one of the most-used indicators of internal consistency. The Cronbach alpha test segments items in a construct by calculating the correlation coefficient of each item, and then computes the mean of all possible coefficients (Malhotra, 2010:319; McDaniel & Gates, 2010:253; Zikmund *et al.*, 2013:257). According to Malhotra (2010:319), constructs that produce a coefficient value ranging between 0.80 and 0.96 indicate excellent reliability. A coefficient ranging between 0.80 and 0.70 indicates a good reliability reading value, whereas a coefficient reading ranging between 0.70 and 0.60 is an acceptable reading. Constructs that score a coefficient lower than 0.60 are considered unacceptable.

Table 4.12 below summarises the reliability measurements of the constructs tested. The Cronbach alpha values for the three construct tests ranged between 0.651 to 0.826, indicating a high to moderate reliability coefficient reading. The obtained reliability of all constructs exceeded the acceptable Cronbach alpha level, being 0.60 (Zikmund & Babin, 2010:248). A high alpha value of $\alpha=.804$ was attained for cultural diversity management, which indicates a good internal consistency amongst the items in the construct, therefore measuring

participants' perceptions regarding cultural diversity management. Barriers of cultural diversity calculated moderate reliability coefficients, as alpha value of $\alpha=.651$ was attained. The moderate reliability coefficient indicated fair consistency amongst the items of the construct, the variables therefore measuring the barriers associated with cultural diversity. A high alpha value of $\alpha=.826$ was calculated for organizational stance on cultural diversity, producing a good internal consistency amongst items tested within the construct OSCD (Organizational Stance on Cultural Diversity) which measured what it was intended to measure. The α scores obtained from Table 4.12 indicate that all tested constructs are reliable and suitable for the study.

Table 4.12: Overall reliability measurements of the constructs

Construct	Cronbach's alpha	Number of Items tested
Cultural Diversity Management (CDM)	.804	4
Barriers of Cultural Diversity (BCD)	.651	3
Organizational Stance on Cultural Diversity (OSCD)	.826	5

Source: Researcher's own construct

4.7 INDEPENDENT SAMPLE T-TEST

According to Pallant (2011:239), an independent sample t-test is used when you want to compare the mean score of two different groups or if there is a significant difference in the mean score of participants, for example male and female. Levene's test for equality of variance tests whether the variance of scores for the two groups (males and females) is the same (Pallant, 2011:241). Pallant (2011:241) further states that should the Sig. value for Levene's test be greater than .05 then the line referring to the equal variance assumed should be used, but should Sig. indicate a level lower than .05 then the variance for the two groups would not be the same. Therefore the Sig. (2-tailed) should be used with the second line that refers to the equal variances not assumed. For the purpose of this study, independent sample t-tests were used to determine if there was a difference in perception between genders, as well as difference of opinion between the positions of respondents regarding the measured constructs.

As seen in Table 4.13 below, the independent t-test showed there was no statistically significant difference between males' and females' perceptions regarding cultural diversity management $t(78.86)$, $p=.537$, therefore $p>0.05$, the barriers associated with cultural diversity $t(100.92)$ $p=.163$, $p>0.05$ as well as the organizational stance on cultural diversity $t(74.96)$ $p=.062$, meaning $p>0.05$. This suggests that the two genders shared similar views regarding the tested constructs.

Table 4.13: Independent sample t-test gender

Levene's Test for Equality of Variance		T-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
CDM	Equal variance assumed	.383	.537	.058	149	.954	.00708
	Equal variance not assumed			.054	78.862	.957	.00708
BCD	Equal variance assumed	1.967	.163	.416	149	.678	.07388
	Equal variance not assumed			.432	100.917	.666	.07388
OSCD	Equal variance assumed	5.713	.018	-1.883	149	.062	-.29834
	Equal variance not assumed			-1.725	74.961	.089	-.29834

Source: Researcher's own construct

As evident from Table 4.14 below, there was no significant difference between managers' and employees' perceptions pertaining to cultural diversity management $t(131.96) p=.511, p>0.05$, barriers of cultural diversity $t(143.81) p=.515$, therefore $p>0.05$. Lastly, the organizational stance on cultural diversity $t(147.633) p=.486, p>0.05$. The results indicate that both managers and employees have similar points of view regarding the constructs.

Table 4.14: Independent sample t-test position

Levene's Test for Equality of Variance		t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference
CDM	Equal variance assumed	.434	.511	-1.630	149	.105	-.18519
	Equal variance not assumed			-1.604	131.963	.111	-.18519
BCD	Equal variance assumed	.515	.474	-2.257	149	.025	-.36795
	Equal variance not assumed			-2.250	143.815	.026	-.36795
OSCD	Equal variance assumed	.488	.486	.400	149	.690	.05982
	Equal variance not assumed			.401	147.633	.689	.05982

Source: Researcher's own construct

4.8 SUMMARY OF CHAPTER

The purpose of this chapter was to provide an interpretation of the findings of the study through the various sections discussed. The chapter began with a brief discussion on the data collection process and the obstacles experienced. This was followed by section 4.3, which reflected on the demographic profiles of the participants in a tabulated format, relaying the data through frequencies and frequency percentages. Section 4.4 contained a descriptive analysis of the data set, providing custom tables of the constructs which reflected the responses of both the managers and entry-level employees, while also providing a descriptive analysis of the overall responses of the total sample. The custom tables included the mean, standard deviation, frequencies, and the frequency percentages.

Construct analysis was conducted, which included the KMO test and the Bartlett test to examine the adequacy of the sample. By means of the Total Variance Explained, the study determined the number of components that met the Kaiser criterion. The reliability of the results within the study were tested by means of an independent t-test, which determined the level of significance of the respondents' perspectives based on their genders, as well as the positions they held.

The following chapter, Chapter 5, discusses the main findings of the study.



CHAPTER 5

DISCUSSION OF MAIN FINDINGS

5.1 INTRODUCTION

This chapter discusses the main findings of the study based on the interpretation of the results obtained in Chapter 4.

The chapter elaborates on findings of the study in correlation to the objectives and questions set out within the study, by discussing the various constructs within the questionnaire. The chapter commences with a discussion on the results reflected on the demographic profiles of the respondents, providing further interpretation of the frequencies (N) and frequency percentage (%) shown from the findings.

This is followed by an outline of the results obtained from the first construct with an interpretation of the independent t-test provided, followed by a discussion on the frequencies (N), frequency percentages (%), means (M) and standard deviations (SD), pertaining to the respondents' perspectives of cultural diversity. The chapter further discusses the results pertaining to the participants' perspective in regards to cultural diversity barrier, with emphasis on the independent t-test, frequencies, and mean scores.

The chapter concludes with a discussion on the respondents' perspectives in relation to their organization's stance on cultural diversity, with the interpretation based on the independent t-test, frequencies, as well as the mean scores of the various variables within the construct.

5.2 DEMOGRAPHIC VARIABLES OF RESPONDENTS

5.2.1 Gender

Table 4.1 illustrates that from 151 participants, 103 (68.2%) of the participants were female and 48 (31.8%) were male. The results indicate that the sampled hotels employed predominantly females.

These results correlate with those of Gursoy, Chi and Karadag (2013:43) who report that the hotel industry workforce is predominately female. Regarding the positions that both genders hold, the study identified that the management teams from the sampled hotels consisted predominantly of females (61.4%), whereas males only comprised 38.6%. The results, however, differ with findings of Martin and Barnard (2013:1099) who report that there were more male managers in the hotel industry than females. Baum (2013:20) emphasises that

females should be well represented at all levels in the workforce due to the high female population which constitutes a considerable portion of any population.

5.2.2 Racial profile

With regards to the racial groups represented in this study, Table 4.1 shows that the majority of the participants were predominately Black, totalling 115 (76.1%) of the respondents working in the sampled hotels, followed by 21 (13.9%) who were Caucasian, 9 (6%) were Coloured and 6 (4%) were Indian. These figures are in close proximity with those released by SSA (2016:2) which give a breakdown of the sampled areas' racial demographics. The statistics show that the majority of the population are Black (80.7%), however the Coloured (8.8%) was seen to be slightly higher than the White population which made up 8.1%, Indian/Asian accounting for 2.5%. The findings also align with Martin and Barnard (2013:1099) who report that the employment ratio within South Africa is in line with the national demographic spread of the country.

5.2.3 Age

According to Grobler, Warnich, Carrell, Elbert and Hatfield (2011:76), South Africa's population is relatively young when compared to western European countries. More than 60% of the South African population is younger than 30 years of age. This explains the working demographics regarding the age of the workforce from the sampled hotels where 51.7% of the participants were between the age of 20-29 years. Taal (2012:12) reports that in 2010 the hospitality sector employed approximately 112,131 people, which was seen to be on the rise. Those under the age of 35 accounted for 59.87%, the age group of 35-55 made up 36.98%, and the over-55 age group was 3.15%. These statistics confirm those obtained from the study. What was of interest is that of the 70 managers that participated in the study, 30 (42.9%) were in the 20-29 age group, which indicates a younger generation of managers in the industry, although research by Marcus (2005:online) indicates that the average age for managers is 36 years. The entry-level employees reflected similar results to the managers, with 48 (59.3%) being between 20-29 and the rest of the age groups varying from 4 (4.9%) being 20 years age and less, 10 (12.3%) between the ages of 30-39, 18 (22.2%) between the ages of 40-49 and 1 (1.2%) falling under the 50-59 years age group.

5.2.4 Marital status

The marital demographics of the study illustrated that the majority of the participants (60.3%) working in the sampled hotels were single, with the married individuals contributing 33.8% of the total sample. The widowed (3.3%) and divorced (2.6%) participants made up only a small portion of the sample. The statistics obtained from the study reflected those reported by SSA

(2016:10) regarding the marital demographics of South Africa with only slight differences. According to the figures, 56.5% of South African residents are single, while 28.3% are legally married. Widowed individuals amount to 4.6%, while divorced people were only 2.3%. Data obtained from SSA (2016:3) further indicate that the average bride's age was 31 whereas the groom was 36. This explains why the workforce had a high percentage of single participants, as majority of the participants from the study were below the age of 30.

5.2.5 Cultural groups

South Africa is a multi-cultural country with a variety of different languages, which categorize its various ethnic groups (Valchev, Nel, van de Vijver, Meiring, de Bruin & Rothmann, 2012:367). Valchev *et al.* (2012: 370) indicate that the most commonly spoken language is isiZulu with 22.7% of the total population of South Africa stating that isiZulu was their home language, followed by isiXhosa (16%) and Afrikaans (13.5%). Census South Africa (2011:3), conducted in Gauteng, reports 19.8% of the population to be isiZulu-speaking, followed by English-speaking individuals at 13.3%, and Afrikaans at 12.4%. The cultural demographics of South Africa, including those of Gauteng, differed to those obtained from the current study which saw Setswana as the most represented group (21.2%), followed by Afrikaans (14.6%) and isiZulu (11.3%). This suggests that the hospitality industry in the region of Gauteng is populated mostly by Setswana-speaking individuals.

5.2.6 Educational level

The findings from Table 4.1 indicate that the majority of the participants possessed a Matric certificate or higher. The results in this study indicate that a high percentage of entry-level employees were in possession of a Matric certificate. The study reported that 35 (50%) of the managers possessed a diploma, while 13 (18.6%) had a Bachelor's degree, 2 (2.9%) obtained an Honours degree and 3 (4.3%) had a Master's degree. Only a small percentage fell below the diploma qualification, where 4 (5.7%) had grade 11 or lower, while 9 (12.9%) had a grade 12 certificate and lastly, 4 (5.7%) had some form of certificate.

These results correlate with Marzuki, Hall and Ballantine (2012:202) who found that the majority of the managers that participated in their study had obtained a diploma and higher. Sibanyoni, Kleynhans and Vibetti (2015:8) agree with these findings, reporting that of the 78% of hospitality graduates, the majority worked as supervisors and managers after graduation. The findings showed that 10.6% worked as front office assistants, 5.3% receptionists, 5.3% waiters, 7.4% food service aids, and 48.9% held management positions.

When assessing the employees' educational levels, it was seen that 8 (9.8%) achieved grade 11 or lower, while 29 (35.8%) completed grade 12, only 23 (28.4%) had a diploma, 7 (8.6%) held a Bachelor's degree, with only 1 (1.2%) having attained an Honours degree. When comparing the managers' and employees' levels of education, it can be seen that to hold a management position a qualification higher than Matric would be beneficial, whereas entry-level employees possessed a lower form of education and that the minimum of a Matric certificate would be sufficient to work in the industry. This notion is supported by Marco-Lajara & Ubada-Garcia (2013:102) who state that the hotel sector offers low salaries and is a labour market with low qualification levels.

5.2.7 Religion

The study concluded that the majority of the individuals who participated in the study were affiliated to one of the various sub-divisions associated with Christianity, such as Methodist, Anglican, Pentecostal, Dutch Reformed, members of the Zion Christian Church and Catholic. With 85.4% indicating they were Christians, this is in line with the statistics released by SSA (2015:3) which report 86% of the South African population to be Christian. Further statistics indicate that 5% of the population followed ancestral, tribal, animism or other traditional African religions. Muslims made up 1.9% of the total population, while Hindus made up 0.9% of the population of South Africa (SSA, 2015:3). The remaining statistics reaffirmed those obtained from the current study, as there was a similarity in the percentages with only slight differences. The results, although obtained in the region of Gauteng, can be seen as reflective of overall South African demographics.

5.3 RESPONDENTS' PERSPECTIVES OF CULTURAL DIVERSITY MANAGEMENT

Results contained in Table 4.13 of the independent t-test indicate no statistically significant difference between males' and females' perceptions regarding cultural diversity management $t(78.86)$, $p=.537$. This suggests that both genders shared similar views regarding the statements posed in the construct. Table 4.14 showed that both employees and managers were pro-cultural diversity in the workplace, with the t-test indicating no statistically significant differences between the two points of view regarding the construct. These statistics are supported by the average mean score obtained on cultural diversity management. The overall average mean for managers reflected $M=4.00$, whereas employees scored a mean of $M=4.1852$, which indicates both managers and entry-level employees agreed with the statements posed.

The sections below provide an interpretation of the results obtained from the statements in section CDM (Cultural Diversity Management) of the questionnaire, as seen in Appendix B.

“In my department we have people who have different cultures, religions, and social backgrounds.”

Results contained in Table 4.3 (Managers’ perspectives on cultural diversity management) and Table 4.4 (Employees’ perspectives on cultural diversity management) illustrate the perspectives of both managers and entry-level employees regarding the presence of various cultures in their working environment. The results showed that managers and employees unanimously agreed that they worked in a multicultural environment, with the results reflecting 80% and 80.2% agreement levels respectively. This sentiment is reaffirmed by Constitution of the Republic of South Africa Act, No. 108 of 1996 which states that the people of South Africa are diverse, which is why South Africa is known as the “Rainbow Nation” (Baines, 1998:1). The rainbow nation consists of four main groups, namely White, Black, Coloured and Indian/Asian. The Black population alone consists of 4 major ethnic groups, these are known as the Nguni who are made up of Zulu, Xhosa, Ndebele and Swazi people, the Sesotho-Setswana groups, the Shangaan-Tsonga groups and the Venda groups (Baines, 1998:3). As seen from the demographic variables of participants in Table 4.3, the various Nguni groups, as well as those not included in the category, were all represented in the study.

“Having different cultures working together in the workplace is not needed.”

Companies that embrace a multicultural workforce have long been seen to have a competitive advantage over organizations that do not support cultural diversity in their working environment. This is underlined by Al-Jenaibi (2011:71), who researched the scope and meaning of cultural diversity in organizations in the United Arab Emirates. Based on that study, group work with culturally diverse people helped “to overcome cultural differences through shared experiences” (Al-Jenaibi, 2011:71). Results from this study echo the sentiments found from the literature, with 70% of managers and 84% of employees agreeing that having a multicultural workforce was both needed and beneficial. According to Pricewaterhouse Coopers (2011:1), diversity improves the organization, regardless of its mission; it makes the organization proactive and flexible to new things and issues.

“Cultural diversity training is a needed tool in my organization.”

Table 4.3 (Managers’ perspectives on cultural diversity management) and Table 4.4 (Employees’ perspectives on cultural diversity management) provide an overview of both managers’ and employees’ perspectives on the need for cultural diversity training. Maier (2011:355) states that the current challenge hospitality leaders and human resources professionals face is how they might create supportive work environments for an increasingly diverse population of multigenerational employees and work groups. According to Okoro and Washington (2012:59), the expansion in global trade markets has fuelled the need for training

and development of a diverse workforce to acquire competencies in intercultural relations. This statement supports the response of managers (74.3%) and employees (79%) who agreed that cultural diversity training was needed in their organizations. Furthermore, Podsiadlowski *et al.* (2013:159) emphasise the need for diversity training, stating that the increase in globalization has elevated the importance of actively managing diversity in organizations. Training programmes would assist in the eradication of cultural diversity negatively affecting participation, especially for people belonging to minority groups, and also hindering some groups' communication, attendance, loyalty and consequently productivity (Mousa & Alas, 2016:1).

“I consider my colleagues’ cultural, religious or social values when relating tasks or communicating with them.”

As illustrated in Table 4.3 (Managers’ perspectives on cultural diversity management) a large percentage of the managers (67.1%) took into consideration their employees’ cultural diversity-based differences when interacting with them. Table 4.4 indicated similar results pertaining to employees, indicating that 80.3% of employees consider their colleagues’ cultural background when communicating with them. Although both positions indicated a high level of CQ, it was apparent that employees portrayed more CQ during their interactions. CQ is seen as a skill set that enables individuals to interact effectively with diverse cultures by allowing them to become more aware and sensitive of the various cultures that surround them (Arora & Rohmetra 2010:225). Furthermore, 92.6% of the employees were open to the views of others regardless of them being different to their own. Managers shared the sentiment as the results showed that almost all managers (94.3%) were in agreement with the statement. This indicated that managers were generally open to the prospects of a multicultural workforce. The results differed from previous research by Furunes and Mykletun (2007:974) that stated managers’ attitudes towards cultural diversity is the reason why diversity management fails in the hospitality industry.

“Management tries to solve cultural diversity issues personally in the workplace.”

The findings from Table 4.3 (Managers’ perspectives on cultural diversity management)) and Table 4.4 (Employees’ perspectives on cultural diversity management) showed that managers and employees shared similar views regarding the involvement of management when cultural diversity issues arise. The results illustrated that 45.7% of both manager and employees were in agreement with the statement. The disagreement response showed a slight difference as managers made up 25.7% whereas 27.2% of the employees disagreed with the statement. However, the findings were not in line with Hearn *et al.* (2007:350-363) who report that employees and managers of a company with a diverse environment are often poorly prepared

to manage the high uncertainty experienced in intercultural communication. The mean score of $M=3.26$ managers and $M=3.21$ indicate that both positions were neutral on this statement.

5.4 RESPONDENTS' PERSPECTIVES ON CULTURAL DIVERSITY BARRIERS

This section of the questionnaire sought to establish the various barriers associated with cultural diversity as well the perspectives of the genders and the positions they hold. As seen from Table 4.13, the findings indicated that males and females shared similar views regarding the constructs, with the results of the independent t-test indicating no significant difference in opinions, $t(78.86)$, $p=.537$, $p>0.05$. Table 4.14 equally indicated no significant difference regarding the positional point of view of managers and employees as the results reflected $t(143.81)$ $p=.515$, $p>0.05$. The overall low mean of $M=2.5179$ for managers and $M=2.8858$ for employees showed a level of disagreement to the variables in the construct, meaning participants either did not encounter any challenges associated with diversity or were not affected by the cultural diversity barriers. The sections below provide a detailed overview of the statements posed in the questionnaire (see Appendix B).

“Working with people of different cultures, religions, race, gender and social backgrounds help me perform my duties better.”

As seen from Table 4.5 (Managers' perspectives on cultural diversity barriers) a larger percentage of the managers felt that the cultural demographics of their work environment assisted them in their work performance, as 38.6% of the managers agreed with the statement. However, it must be noted that there was only a slight difference between the agreement, neutral (34.3%) and disagreement (27.1%) levels pertaining to the statement. This indicates that managers neither outright agreed or disagreed with the statement as it scored a $m=3.14$. Results pertaining to employees' perspective on the statement showed that the majority of employees found a multicultural workforce to be far more beneficial than managers did. A significant majority of employees (56.7%) agreed with the statement, with the neutral (35.8%) responses reflecting similar results to those of the managers. Although the results did not reflect a unanimous agreement level, Richard, Murthi and Ismail (2007:1218) conclude that racial diversity has a positive effect on the performance of American service organizations, and Rasul and Rogger (2015:460) report that diverse human resources assisted Nigerian public projects to be accomplished with the required quality and on time. This reiterates the positive effect that multicultural workforces had on the participants' performance.

“I can communicate well with my colleagues even when they come from different cultural backgrounds.”

To test whether communication was a contributing factor to cultural diversity barriers, participants were asked about their ability to communicate with their colleagues. Table 4.5 shows that managers could communicate with colleagues as a significantly high percentage of the managers (63; 90%) agreed with the statement, scoring a mean of $M=4.0$. Table 4.6 shows that employees shared the same sentiment, as 93.8% of employees said they could effectively communicate with their colleagues. The results from the study differed from Devine *et al.* (2007:123) who state that communication presented a huge challenge for culturally diverse organizations due to different cultures and languages. Furthermore, Samovar, Porter and McDaniel (2013:69) are of the opinion that socio-demographic nature of the South African workforce suggests that many hotel establishments will face communication difficulties and will need knowledge and certain organizational abilities to overcome these difficulties.

“I experience forms of culturally-based discrimination in my work environment.”

Table 4.5 (Managers' perspectives on cultural diversity barriers) and Table 4.6 (Employees' perspectives on cultural diversity barriers) the working conditions of the respondents were investigated, with focus on discrimination. Table 4.5 shows that the majority of managers were disagreed with this statement, indicating that discrimination, although present, was only experienced by a small percentage of the managers. However, the results indicate that discrimination affected employees more than it did managers, with 48.2% of employees compared to 24.2% of managers having experienced some form of culturally-based discrimination. These findings are in line with Hearn *et al.* (2007:353) who reported that direct and indirect discrimination amongst workers has continuously been reported in companies with a culturally diverse workforce. Shih *et al.* (2013:146) add that although the effort to increase equal access and opportunity for socially devalued groups is increasing, organizational discrimination still occurs (organizational discrimination being referred to as discrimination within the workplace). Jackson, van de Vijver and Burckard (2011:385) opine that there is still a long way to go to achieve fair demographic representation in the working environment, and that it seems very optimistic, given South Africa's history, that huge strides have been made in the eradication of separatism, racism and discrimination. The responses of participants as seen in Appendix C illustrate the various forms of discrimination experienced in the sampled hotels.

“Cultural discrimination in my workplace affects my ability to do my job.”

Urwin, Parry, Dodds, Karuk and David (2013:7) suggest that discrimination, including perceived discrimination, can contribute to negative employee outcomes such as lower

organizational commitment, lower job satisfaction, higher work tension and absenteeism, as can be seen in Appendix D. The results in Table 4.5 (Managers' perspectives on cultural diversity barriers) and Table 4.6 (Employees' perspectives on cultural diversity barriers) regarding the effects of discrimination on an individual's performance, show that employees (40.8%) were more affected by discrimination than managers (24.2%).

“Conflict due to cultural, social, or religious differences arises in my work environment.”

Respondents were asked whether conflict due to cultural, social or religious differences arises in their work environment. Half of the managers (50%) suggested that they were not aware of any culturally-based conflict. Similar results were obtained from the entry-level employees with 48.1% indicating they had not witnessed any culturally-based conflict. However, what is of interest is the high number of neutral responses from managers and employees, being 24.3% and 24.7% respectively. The reasoning behind the reluctance to either agree or disagree with the statement is highlighted by Shih *et al.* (2013:146), who report that employees who are targeted by discrimination at work often have a difficult time escaping the context in which this discrimination occurs, as they fear losing their jobs or some form of retaliation as persons who claim discrimination are often viewed as troublemakers.

5.5 RESPONDENTS' PERSPECTIVES OF ORGANIZATIONAL STANCE ON CULTURAL DIVERSITY.

As a result of globalization, many hotel organizations find themselves confronted with the challenge of managing a culturally diverse workforce, as the workforce becomes global in nature (Ryan & Wessel, 2015:163; Shu, McAbee & Ayman, 2016:21). The section concerning organizational stance on cultural diversity sought to evaluate the sampled hotels' tolerance of a multicultural workforce, as well as the ability to manage a culturally diverse workforce, while investigating the cultural diversity initiatives put in place. An independent t-test was conducted to test if there was a significant difference in perspective in regards to both gender and positional perceptions of the respondents. Table 4.13 shows no statistically significant difference in opinion pertaining to the two genders on the constructs measured as the results reflected $t(74.96) p=.062, p>0.05$. The same could be said in the case of both managers and employees $t(147.633) p=.486, p>0.05$. The results indicate that both managers and employees have similar points of view on the constructs. The overall average mean of $M=3.5314$ and $M=3.4716$ means that respondents remained neutral on the statements from the construct OSCD (Organizational Stance for Cultural Diversity) in the questionnaire. This could be due to participants not having knowledge of the formal diversity trainings offered by

their organization, however informal diversity related initiatives are being used which can be seen as diversity training. See Appendix B.

“My organization has cultural diversity training programmes or innovations in place to help me better work in a multicultural workforce.”

The results from Table 4.7 (Managers' perspectives on the organizational stance on cultural diversity) and Table 4.8 (Employees' perspectives on the organizational stance on cultural diversity) indicate that managers were not aware of any cultural diversity training innovations being implemented in their establishments, while a further 21.4% of the managers were neutral on the statement. This could be an indication that although there were cultural diversity initiatives, they were not directed towards managers. Fredriksson (2013:57) confirms this notion, stating in her study on leadership strategies for a multicultural work environment in hotels, that diversity training as a tool of multicultural management was not mentioned by any of the interviewees in the study.

Of the entry-level employees, 43.2% indicated the absence of cultural diversity training in their organizations. These findings are in line with Mkono (2010:306) who confirms that no cultural awareness training programmes were offered in the sampled hotel—some managers arguing that since employees shared similar traits there was no need for diversity training as they knew each other's way of thinking. Webster, Wood and Brookes (2006:247) report that only 19% of firms in Mozambique had certified training programmes.

“The cultural diversity training or innovations provided effectively assist me in better handling any cultural diversity related dilemmas within my work environment.”

To establish the efficiency of the implemented diversity-related initiatives, managers and employees were asked whether the training programmes effectively assisted in handling cultural diversity-related matters. The results indicate that a significant number of managers found the prescribed training programmes to be ineffective, with 41.5% disagreeing with the statement. However, employees had a different perception, with 48.1% agreeing to the statement. These findings underscore the responses shared regarding diversity initiatives being directed towards employees and excluding managers. Although the findings indicate a lack of training programmes intended for cultural diversity, hotels through indirect forms of training were still able to educate staff about cultural diversity in the workplace. Such forms of training were noted in a study by Webster *et al.* (2006:247) who report that most training in Mozambique employed an informal but effective practice called 'Sitting with Nellie', which involves placing an inexperienced employee alongside an experienced employee.

“I am given an opportunity to grow and progress within my organization regardless of my cultural, ethnic, social, and religious backgrounds.”

Results pertaining to the career growth of participants showed that career development was evident in the sampled hotels, with 70% of the managers agreeing with the statement. Although reflecting a lower percentage than the managers, 61.7% of the employees felt that there was career growth in the hotels in which they worked although career progression was slow. Mkono (2010:865) reports that on average a new graduate's progression rate from a low level employee to functions manager can take up to six years. Mkono (2010:864) provides further insight into the interviews conducted regarding the defence of hospitality careers, pertaining to career growth in Zimbabwean hotels. One of the responses was:

Advancement is a long and winding road but if you hang in there, you will get to a point when one day, you will see that it was worth it and you have no regrets at all. But to get to that place, you must pay your dues.

The statement reaffirms that career growth is possible, albeit a lengthy process.

5.6 CHAPTER SUMMARY

The chapter discussed the findings of the study regarding the participants' understanding of cultural diversity, the barriers associated with cultural diversity and if they applied to the working environment of the sampled hotels. Lastly, the stance of the sampled hotels on cultural diversity was addressed. Concerning the main findings from the study, the responses indicated that the sampled hotels were indeed culturally diverse with the various ethnic, religious, and social groups being established by the demographic section of the questionnaire. A high tolerance amongst the various cultural groups was exhibited as the majority of the participants agreed with the statements posed on the participants' perspective of cultural diversity construct. Both managers and employees scored substantial overall average means of $M=4.00$ and $M=4.1852$ respectively.

The construct indicated that both managers and employees found a need to work within a culturally diverse work environment, thereby exhibiting a high level of CQ. Findings regarding the barriers associated with cultural diversity showed in general that respondents were not affected by the various dilemmas associated with cultural diversity, with the construct obtaining an average mean score of $M=2.5179$ for the managers. The low mean score is a indication that managers are in disagreement with the statement posed in the construct. When assessing the employees' views on the construct it was seen that they too were in disagreement with the statement as they scored an average mean of $M=2.8858$ for the construct.

The results pertaining to the barriers of cultural diversity indicate that issues such as communication barriers are not a problem as the majority of the participants were able to communicate efficiently with one another. However, discrimination was seen as a barrier that caused issues within the working environments of the respondents, although the agreement level of the variables pertaining to discrimination was not high. Analysis of the data showed that the predominant challenge faced by employees was ethnic and racial discrimination. The agreement percentages to statements such as “I experience forms of culturally-based discrimination in my work environment” and “Cultural discrimination in my workplace affects my ability to do my job” were higher than the disagreement levels, showing more employees are affected by discrimination than those that are not. Such notions were noted from the open-ended questions, which provided clarity on the situations participants experienced within their work environment.

The final chapter, Chapter 6, presents the conclusion to the study, reflects on the limitations of the study, and suggests recommendations for future research on the topic.



CHAPTER 6

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

6.1 INTRODUCTION

The following chapter concludes the study by reflecting on the objectives set out in Chapter 1, linking them to the results obtained in findings of the study. Recommendations are made in alignment with the findings as well as implications of the study. The chapter also reflects on the limitations of the study.

6.2 MAIN FINDINGS OF THE STUDY

This section discusses the main findings of this study, aligned to the objectives stated in Chapter 1. The objective of this study was to determine the need for effective cultural diversity training programmes within South African hotels. These training programmes aimed to improve both management and entry-level employees' skills in dealing with cultural diversity issues in the workplace. To achieve the main objective, sub-objectives were established to facilitate direction of the study.

6.2.1 Sub-objective 1

Determine the perspective of managers and employees on cultural diversity management, the barriers associated with cultural diversity in the workplace, as well as the organizational stance of hotels on cultural diversity.

6.2.1.1 Managers' perspectives on cultural diversity

Table 4.3 indicates managers' perspectives on cultural diversity management. The table revealed that managers believed the sampled hotels had a multicultural workforce. A significant number of the managers (80%) identified various cultural demographics in their working environment.

The statement scored a high mean score of $M=4.09$. Managers believed that there is a need for a culturally diverse workforce, with the majority disagreeing that having different cultures working together in their establishment was not needed. The statement obtained a low mean of $M=2.06$. Furthermore, managers felt that their organization should have a cultural diversity training programme because of the extent of diversity in their organizations. The majority of managers (84%) saw cultural diversity training as a much-needed tool in their organizations.

The results of managers' perspectives on cultural diversity can be seen in Table 4.4. This table indicated that managers were considerate of their colleagues' cultural backgrounds during

their interactions. A significant 67.1% of the managers agreed with the statement. The findings demonstrated that most managers possessed cultural sensitivity, agreeing that they were considerate of the views of their colleagues even though they were different to their own views. Moreover, they did everything possible to understand the various cultures found in their work environment. The cultural intelligence (CQ) of managers was tested by being asked whether they could identify culturally biased assumptions in their workplace. The majority of the managers responded in the affirmative, indicating that they were able to identify culturally biased assumptions during interactions with others. In regards to the influence their social, religious or cultural background had on their performance, the mean score of $M=2.99$ showed that managers neither agreed nor disagreed with the statement, as responses were evenly matched with only a slight difference in percentage. The responses to the questions posed in the construct showed that managers embraced cultural diversity.

6.2.1.2 Employees' perspectives on cultural diversity

Table 4.4 provides insight into employees' perspectives on cultural diversity management within their work environment. The findings showed that the hotels in which the employees work comprise various cultures, as the majority of the employees indicated that there are people with different cultures, religions and social backgrounds in their departments. Employees further expressed the need for a culturally diverse workforce in their workplace as employees were in favour of different cultural demographics working in their departments. The positive views regarding the presence of a multicultural workforce saw employees attest to the need for implementation of a cultural diversity training programme in their organizations. The level of agreement obtained a relatively high mean of $M=4.04$. The construct further posed a question about the cultural sensitivity levels of employees, the results showed that employees considered their colleagues views when relaying tasks or interacting with them. The results also showed that ethnocentrism was not a trait they possessed as the findings portrayed the employees as being open minded in terms of others' viewpoints. Ethnocentrism relates to individuals who believe that their own ethnic group or culture is superior to others (Michailova *et al.*, 2017:335).

As seen from Table 4.4, employees were very willing to understand the various cultural groups surrounding them, as the majority of the employees agreed when asked if they did everything possible to understand their colleagues' cultural backgrounds. The findings also showed that employees understood the various cultures within their work environment as they indicated that they could identify culturally biased assumptions. Regarding the impact of cultural diversity on an individual's performance, results showed only a slight difference between employees influenced by their cultural background and those who were not. This infers that

employees were neither for nor against the statement. Overall, the employees were open to the prospect of working in a culturally diverse environment and welcomed the presence of the different cultures in their working environment.

6.2.1.3 Managers' perspectives on cultural diversity barriers

Section BCD in the questionnaire sought to investigate the barriers associated with cultural diversity, with stereotyping, communication, and discrimination being highlighted. Table 4.5 reported on the findings from the managers in connection to the construct. The table revealed that issues such as communication and stereotyping were factors that presented no problems for managers in their working environment. It was noted that managers could effectively communicate with their colleagues even though they came from different cultural backgrounds or spoke different languages. Concerning stereotyping, 65.7% of the managers reported not having seen any instances of stereotyping in their department.

The findings therefore ruled out communication and stereotyping as barriers to working in and managing a multicultural workforce. Moreover, results showed that the majority of the managers had not experienced discrimination and for the percentage that had experienced discrimination, 57.1% of them said it did not affect their ability to do their work. Exactly 50% of the managers admitted to witnessing cultural diversity-related conflict. What was of interest regarding this statement was the particularly high number of neutral responses, with 24.3% of managers choosing the neutral option. The neutral responses are explained by Shih *et al.* (2013:146) who reports that individuals that experience or witness discrimination are more likely not to report the discrimination for fear of losing their job.

6.2.1.4 Employees' perspectives on cultural diversity barriers

The findings on this construct revealed that communication and stereotyping were not barriers to employees as the majority of them communicated well with their colleagues. Furthermore, results pertaining to incidents of stereotyping in the various departments indicated that incidents rarely occurred, as the majority of the employees had not witnessed any stereotyping. This finding therefore ruled out communication and stereotyping as barriers to working with a multicultural workforce. Discrimination, however, could not be ruled out as the results showed that employees were affected by discrimination, albeit there was only a slight difference between agreement (48.2%) and disagreement (40.7%). According to responses to the open-ended questions, ethnic and racial discrimination were the most dominant forms of discrimination experienced by employees. The findings also noted that conflict caused by cultural diversity-based differences had been experienced more by employees than by managers, even though the level of agreement was slightly below 50%. The significantly high

number of neutral responses (24.7%) from employees could be attributed to the fear of them losing their jobs or being victimized should they report the said discrimination (Shih *et al.*, 2013:146).

6.2.1.5 Managers' perspectives of organizational stance on cultural diversity

Table 4.7 presented the findings of the views of managers on whether the organizations for which they work accept and promote a culturally diverse workforce. Results showed managers firmly believed their organizations promoted a culturally diverse workforce. Despite this opinion, managers were not aware of any definitive cultural diversity-related training provided by their organizations, nor did they think the cultural diversity innovations were effective in assisting them with diversity-related dilemmas.

Managers were asked if a person with a different cultural background to that of the organization had to forgo their own cultural background and adapt to that of the company, albeit different to their own. Managers felt that an individual's cultural background should not supersede that of the organization and therefore should follow an organizational culture. It must, however, be noted that even though individual had to follow the organizational culture, managers found the hotels in which they work still acknowledged the various differences amongst their employees. Furthermore, results indicated that managers felt they supported their employees when faced with diversity-related issues. When asked if the organization provided its employees with the opportunities of career growth, the results showed that the majority of the managers believed the organization promoted career growth.

6.2.1.6 Employees' perspectives of the organizational stance on cultural diversity.

On the thoughts of employees regarding their organization's commitment towards promoting a multicultural workforce, the findings in Table 4.8 indicate that 65.7% of the employees believe that the organizations for which they work promote having a culturally diverse workforce. However, regarding the cultural diversity-related training programmes, employees provided no conclusive responses as the statement obtained a mean of $M=2.81$, which indicates that employees were neutral on the statement. Similar results were obtained on the effectiveness of implemented cultural diversity initiatives, as the mean score was $M=3.19$. However, a significant majority (48.1%) of employees agreed to the effectiveness of the diversity initiatives provided.

Although an individual's thinking is governed by their cultural background, the majority of the employees (60.5%) believed individuals should adopt the organizational culture rather than follow their own. However, the mean of $M=3.67$ indicates that a fair number of employees

(69.1%) agreed that their organizations still acknowledge the differences of its employees. Furthermore, employees believed there was the potential of career growth within the hotels for which they work, as the majority of them agreed to being given opportunities to grow in the company. The intervention of management on diversity-related issues, however, produced a mean of $M=3.30$, which indicates that employees were not entirely convinced that management assisted with diversity dilemmas.

6.2.2 Sub-objective 2

Determine if there is a difference in perception across gender on cultural diversity management, the barriers associated with working in a culturally diverse workforce, as well as the organizational stance of hotels on cultural diversity.

Findings in Table 4.13 indicate no significant difference between perceptions of males and females on cultural diversity management. The independent t-test indicated no statistically significant difference between the two gender groups, indicating a similarity in perceptions. The reported results were $t(78.86)$, $p=.537$, $p>0.05$. The overall average mean of the construct was $M=4.1042$ for managers and $M=4.0971$ for employees. The mean score indicated a high agreement level amongst both genders, with males having a slightly higher agreement margin compared to females. Furthermore, the construct recorded a standard deviation of $SD=.78748$. Pertaining to male and female perspectives on the barriers to cultural diversity, the overall low mean score suggested males disagreed with the statements of the constructs as it reflected a mean of $M=2.7656$. When assessing the females, the results produced an even lower mean of $M=2.6917$.

Both results correlate with the results of the independent t-test, $t(100.92)$ $p=.163$, $p>0.05$, which show no significant difference, reflecting a similarity in the responses of the genders. Findings on the participants' perspectives on cultural diversity reflect an overall mean of $M=3.2958$ for males and $M=3.5942$ for females. This means that females had a higher agreement level than males did, although the two genders' perspectives on the construct were similar. Males and females neither agreed nor disagreed with the statements of the constructs. The results from the independent t-test, $t(74.96)$ $p=.062$, $p>0.05$, show no significant difference, therefore concluding that there is a similarity in opinions from both genders.

6.2.3 Sub-objective 3

Determine if there is a difference in perception across positions held in the hotel working environment concerning cultural diversity management, the barriers associated with cultural diversity in the workplace, as well as the organizational stance of hotels on cultural diversity.

Table 4.14 shows that employees and managers were pro-cultural diversity in the workplace. The t-test indicates no statistically significant difference between the opinions of managers and entry-level employees on this construct. These statistics are supported by the average mean score obtained for cultural diversity management. The overall average mean for managers reflected $M=4.00$, whereas employees scored a mean of $M=4.1852$, which indicates both positions were in agreement with the statements.

The sections below provide further interpretation of the views on the variables from the construct.

Table 4.14 depicts the findings on the difference in perceptions of both managers and employees regarding cultural diversity management in the sampled hotels. The independent t-test showed no statistical significant difference in perceptions as it measured $t(131.96)$ $p=.511$, $p>0.05$. Table 4.3 and Table 4.4 showed that the overall mean for the managers' perception on cultural diversity management reflected $M=4.00$ and for employees was $M=4.1852$. The results showed a high level of agreement with the construct for both positions, and the statement "I consider the views of my colleagues even though they are different to my own", had the highest mean score for both positions. The means for both managers and employees were $M=4.33$ and $M=4.40$ respectively. The perceptions that a multicultural workforce was not needed resulted in a mean of $M=2.06$ and $M=1.78$ for managers and employees respectively. Employees and managers shared similar perceptions on acceptance of individuals with different cultural backgrounds, indicating that both positions endorsed a culturally diverse workforce and supported cultural diversity in their work environment. The results further indicated that both positions thought cultural diversity training was a necessary tool in their organizations.

The perceptions of barriers to cultural diversity obtained an overall mean score of $M=2.5179$ for managers and $M=2.8858$ for employees. The low mean inferred a general disagreement by both managers and employees with the statements posed in the construct although managers had a higher disagreement level to that of the employees. The lowest recorded mean for the managers was $M=2.34$ on the statement asking if incidents of stereotyping had occurred in their departments. The lowest mean for employees was $M=2.72$ for the statement "Conflict due to cultural diversity arises in my work environment". The findings from the independent t-test showed no statistically significant difference between the perceptions of managers and employees towards the barriers to cultural diversity, as the results reflected $t(143.81)$ $p=.515$, $p>0.05$. This indicates that managers and employees shared similar views regarding the statements within the construct.

The last construct in the questionnaire reported on the organizational stance regarding cultural diversity. As seen from Table 4.14, the construct showed no statistically significant difference regarding the managers' and employee's responses. The findings reflected $t(147.633) p=.486$, $p>0.05$. Furthermore, the overall mean for the managers of $M=3.5314$ indicated that managers neither agreed nor disagreed with the construct. Employees obtained an overall mean of $M=3.4716$, also indicating that employees neither agreed nor disagreed with the construct. The statement that obtained the highest level of agreement was "I am given an opportunity to grow and progress within my organization". This was followed by "My organization acknowledges the different cultural, religious and social beliefs of its employees", and "My organization promotes having a multicultural workforce", both with means of $M=3.74$. The employees obtained the highest agreement level for the statement, "My organization acknowledges the different cultural, religious and social beliefs of its employees". The statement "My organization promotes having a multicultural workforce" recorded the second highest agreement level. The similarity of the statements with high agreement levels further shows the similarity in opinions, with managers showing a slightly higher agreement level.

6.2.4 Sub-objective 4

Propose recommendations to management concerning the various improvements that can be implemented so that training methods may be better adapted to assist managers and employees to handle diversity issues better. Propose recommendations for each objective.

Based on the findings of the study, the following recommendations are proposed. These will assist in the elimination of the challenges faced by both managers and employees and result in more effective training programmes:

- Cultural diversity training programmes need to be topic-specific, instead of generalizable. With cultural diversity consisting of numerous categories, each training programme needs to focus on educating both managers and employees about the specific subject matter.
- Cultural diversity training should not be limited to the participation of employees but should include managers as well. This will assist both managers and employees to gain a better understanding of all of their differences. The results from the study showed that although individuals were able to interact with another and welcomed a multicultural workforce, the issue of discrimination interfered with the performance of the employees. Should managers have been involved or participated in cultural diversity training initiatives they would have been better equipped to correct the issues arising from such a barrier.

The following methods of training could assist in rectifying the issues associated with diversity:

- **Sensitivity training:** Sensitivity training is a method used for changing behaviour through unstructured group interaction (Robbins & Coulter, 2012:184). It involves taking a group of people who do not know each other and represent various cultural dynamics, and placing them in an unstructured situation. Individuals are given various types of exercises to perform; upon completion of these exercises, participants must give feedback on one another. This enables participants to gain insight into their own behaviours, attitudes, mannerisms, and assumptions from the perspective of another individual. Jones (2004:281) states that the results of this exercise will enable participants to reflect on themselves and their feelings about their behaviour. Gibson, Ivancevich, Donnelly and Konopaske (2012:502) report that the purpose of sensitivity training is to focus on oneself in relation to others. During the 1960s and 1970s, sensitivity training was used in the USA as a counter-measure to discrimination laws on the relationships between people of different cultural backgrounds, to bridge the gaps caused by discrimination (Paluck, 2006:580).
- **Team-building:** Team-building is an intervention aimed at improving relationships and problem solving in teams (Robbins & Coulter, 2012:187). Team-building is described as an exercise that allows team members to execute their functions effectively (Gibson *et al.*, 2012:501). Arredondo (1996:43) states that team-building exercises related to diversity management provide committees with opportunities to define diversity and diversity management, to obtain a common understanding of its meaning and apply it in their own workplace situations. Other positive experiences that result from team building exercises include group awareness, cross-cultural awareness, knowledge and confidence (Arrendo, 1996:43).
- **Intergroup development:** Robbins and Coulter (2012:184) argue that intergroup development assists in developing relationships amongst individuals from different cultural groups. Intergroup development is seen as essential in improving intercultural communication, changing attitudes, stereotypes and perceptions amongst individuals. One method of intergroup training is organizational mirroring, which is a technique that exposes groups to various cultures and explores their perceptions of the various cultures (Jones, 2004:282). This can be done by setting up interventions between two conflicting groups and having a discussion on their experience of working with the conflicting group. Paluck (2006:588) states the aim of this method is to reduce prejudice as people are placed as equals, working towards a common goal and experiencing personal intimacy.

- **Process consultation:** Process consultation is an organizational technique where a manager works closely with a consultant on the job of improving group processes in a work group or team (George & Jones, 2012:579). The main goal of process consultation is to devote more time to problem solving and not the content of the problem as such (Boss, Dunford, Boss & McConkie, 2010:442). The consultant observes group dynamics based on how the manager and the group members interact with each other and events occurring in the group environment (George & Jones, 2012:579). Thereafter, recommendations are made on conflict resolution methods to eradicate the diversity issues.

6.3 RECOMMENDATIONS FOR FUTURE RESEARCH

Limited published literature exists on the implementation of cultural diversity training programmes and their effectiveness in the context of the South African hospitality industry. Therefore, it is recommended that future research in the area of cultural diversity initiatives be conducted, with particular relevance to South African demographics. Extensive literature exists on the participation of employees in cultural diversity-related programmes, as diversity initiatives are directed more towards employees than managers. Therefore, the researcher recommends the implementation of effective diversity initiatives that are tailored for hotel management.

Although the study found that communication and stereotyping were not barriers associated with the South African hospitality workforce, the findings did bring to light racial and ethnic discrimination. The issue of racism and the sensitivity surrounding racial difference has made interracial interactions uncomfortable, as people fear being seen as being a racist and discriminatory. It is the recommendation of the researcher that research should be undertaken into the effects of forced integration initiatives on the labour force, with policies such as BEE being seen as introducing reverse apartheid. A further recommendation is to explore discrimination towards the lesbian/gay/bisexual/transgender (LGBT) community within the scope of the hospitality industry and the effects of such discrimination, as minimal research exists on homosexuality in the hospitality environment.

6.4 LIMITATIONS

The research was structured so that no issues were expected to be encountered. However, there were unfortunately a few unforeseen human factors. The following were some challenges encountered with the questionnaire:

- The sensitivity of the topic was seen to have the potential of causing trouble within the working environment. One of the managers of the sampled hotels stated that it would rile staff and cause friction amongst the different races. This was despite the fact that participants were informed of their rights and that their names and the name of the establishments for which they worked would remain anonymous. There was still a situation where a hotel manager said:

You cannot make my staff fill in these papers, I know you are going to cause trouble with your cultural diversity stuff. We do not need that here.

- The literature reviewed was mostly applicable to the European and American context and was not necessarily relevant to the cultural diversity composition of hotels in South Africa. Limited literature existed on cultural diversity training programmes within South Africa; therefore, information on the topic had to be derived from human resource-related research rather than hospitality-based research.
- Respondents were afraid they would get into trouble for answering the questionnaires as their responses could reflect negatively on their employer.
- Some respondents, especially the managers, were too busy to complete the questionnaires and therefore never returned them.
- There was a problem with collecting questionnaires. Recipients would ask that the questionnaires be left and collected later, then would refuse to meet with the researcher to collect the questionnaires or would claim that they had misplaced their questionnaire.

6.5 CHAPTER SUMMARY

This chapter provided an overview on the study findings, aligning to the study objectives. The limitations of the study were discussed and recommendations for future research were suggested.

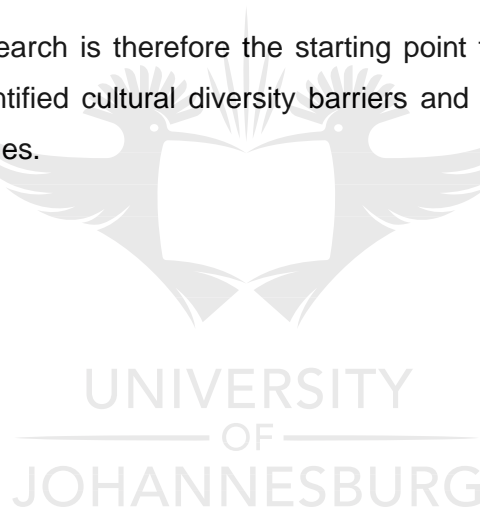
The study aimed at establishing the importance of implementing effective cultural diversity training programmes in hotels, which would assist both managers and employees to deal with cultural diversity-related dilemmas. Through the conceptual framework being followed, the study showed that the South African hotel industry is culturally diverse with various cultural demographics present in the working environment. It was also established that participants had the ability to identify the various cultural differences within their work environment and were able to communicate effectively with each other. Furthermore, the study found that hotels utilized informal cultural diversity training methods to educate employees on the various cultures in the working environment. These informal training sessions were considered as

effective by employees, while managers found them ineffective. Challenges associated with cultural diversity still exist, the main challenge being discrimination, more specifically, racial and ethnic discrimination.

It was found that hotels support the notion of a culturally diverse workforce and embraced the differences within their workforce. However, a formalized training programme is needed to resolve the sensitive discrimination issues associated with cultural diversity. The study identified a sensitive issue, evoking a need for training programmes that would assist hotel staff and management to deal with racial and ethnic dilemmas more effectively.

The findings of the study are useful as they provide an in-depth look at the cultural diversity dynamics of the South African hotel industry. This chapter further suggested recommendations for formalized training techniques that would assist in eradication cultural diversity-related dilemmas.

The conclusion of this research is therefore the starting point for further research that will assist in resolving the identified cultural diversity barriers and the implementation of more effective training programmes.



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APPENDIX A: COVER LETTER

Topic of the study:

THE IMPORTANCE OF EFFECTIVE CULTURAL DIVERSITY TRAINING PROGRAMMES FOR HOTELS

Dear Sir/Madam

I am a Master's Degree student at the University of Johannesburg currently enrolled at The School of Tourism and Hospitality Management, conducting research in the importance of effective cultural diversity training programmes for hotels. I would appreciate it if you could participate in the research project aimed at determining if there is a need for implementing cultural diversity training programmes which will assist managers and employees better deal with cultural diversity affiliated issues. Cultural diversity simply explained is the difference of individuals, which consists of factors like social class, educational background, religious beliefs, work experience, appearance, and lastly merit.

You are in no way compelled to complete the questionnaire but should you do so then your confidentiality is guaranteed, the information provided from your answers will in no way be linked to you on a personal basis. The questionnaire should take no longer than 5 to 10 minutes to complete, your participation will be greatly appreciated and of great assistance in determining if there is a need to establish cultural diversity training programmes within hotel structures and what would then be the needs that these training programmes need to fulfil.

Your honest opinion is of great importance when answering these questions to get accurate results from the questionnaire. After the completion of the questionnaire please forward to the following email address: thabiso.nkitseng@gmail.com

Kind regards

THABISO NKITSENG
RESEARCHER

DR HEMA KESA
STUDY SUPERVISOR

APPENDIX B: QUESTIONNAIRE

Cultural diversity training questionnaire

SECTION A: Demographic Information (DI)

Instructions:

Kindly provide the following demographic information by marking your choice with an X.

1. Gender

1	Male
2	Female

2. Please indicate the racial group with which you identify with.

1	Black	3	Coloured	5	Indian
2	White	4	Asian		

3. Which religion do you associate with?

1	Christian	3	Buddhist	5	None\Atheist	7	Mormon
2	Jewish	4	Hindu	6	Islam	8	Other

4. What age group do you fall within?

1	Less than 20	3	30 - 39	5	50-59
2	20 - 29	4	40 - 49	6	60 - above

5. What is your marital status?

1	Married	2	Widowed	3	Divorced	4	Single
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6. Which cultural group do you associate with?

1	English	4	Afrikaans	7	IsiZulu	10	IsiXhosa
2	Setswana	5	Venda	8	Swati	11	Ndebele
3	Sesotho	6	Tsonga	9	Sepedi	12	Other

7. Your level of education.

1	Grade 11 or Lower	2	Grade 12	3	Certificate	4	Diploma
5	Bachelor's Degree	6	Honours	7	Master's Degree	8	Other

8. Which department do you fall under?

1	Housekeeping	2	Kitchen	3	Front of House	4	Banqueting
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9. What position do you occupy within your department?

1	Manager/ Assistant Manager/ Supervisor	2	Entry-level Employee
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SECTION B: Cultural Diversity Management (CDM)

Instructions:

State the degree to which you agree or disagree with the statements below by marking your choice with an X

	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
CDM 1	In my department we have people who have different cultures, religions and social backgrounds.	1	2	3	4	5
CDM 2	Having different cultures working together in the workplace is not needed.	1	2	3	4	5
CDM 3	Cultural diversity training is a needed tool in my organization?	1	2	3	4	5
CDM 4	I consider my colleagues cultural, religious or social values when relating tasks or communicating with them.	1	2	3	4	5
CDM 5	I consider the views of my colleagues even though they are different to my own.	1	2	3	4	5
CDM 6	I do everything possible to understand my colleague's cultural backgrounds.	1	2	3	4	5
CDM 7	I am able to identify culturally biased assumptions in my workplace.	1	2	3	4	5
CDM 8	Management tries to solve cultural diversity issues personally in the workplace.	1	2	3	4	5
CDM 9	My cultural, social or religious backgrounds influences the way in which I perform my duties.	1	2	3	4	5

SECTION C: Barriers of Cultural Diversity (BCD)

Instructions:

Indicate the degree which the following barriers to cultural diversity affect you by marking your answer with an X.

	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
BCD 1	Working with people of different cultures, religions, race, gender and social backgrounds help me perform my duties better.	1	2	3	4	5
BCD 2	I can communicate well with my colleagues even when they come from different cultural backgrounds.	1	2	3	4	5
BCD 3	I experience forms of culturally-based discrimination in my work environment.	1	2	3	4	5
BCD 4	Cultural discrimination in my workplace affects my ability to do my job.	1	2	3	4	5
BCD 5	Conflict due to cultural, social or religious differences arises in my work environment.	1	2	3	4	5
BCD 6	Within my department there have been incidents of ethnic, social, religious or cultural stereotyping.	1	2	3	4	5
BCD 7	I find it hard to balance my career and private life issues.	1	2	3	4	5

Give an example of the culturally-based discrimination if experienced in your work environment.

.....

.....

Give a brief explanation of the effects cultural discrimination has had on your ability to perform your duties within your working environment.

.....

.....

Elaborate on the incidents of ethnic, religious or cultural stereotyping you may have experienced in your work environment.

.....

.....

SECTION E: Organizational Stance on Cultural Diversity (OSCD)

Instructions:

State the degree to which you agree or disagree with the following statements by marking your answer with an X.

	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
OSCD 1	My organization promotes having a multicultural workforce.	1	2	3	4	5
OSCD2	My organization has cultural diversity training programmes or innovations in place to help me better work in a multicultural workforce.	1	2	3	4	5
OSCD 3	The cultural diversity training or innovations provided effectively assist me in better handling any cultural diversity-related dilemmas within my work environment.	1	2	3	4	5
OSCD 4	My organization acknowledges the different cultural, religious and social beliefs of its employees.	1	2	3	4	5
OSCD 5	As a person with different social, religious, ethnic and cultural backgrounds, I have to follow the	1	2	3	4	5

	organizations cultural practices even if it different to my own.					
OSCD 6	I receive support from management when faced with diversity-related issues	1	2	3	4	5
OSCD 7	I am given an opportunity to grow and progress within my organization regardless of my cultural, ethnic, social and religious backgrounds.	1	2	3	4	5

Give a brief overview of the cultural diversity training programmes or innovations provided by your establishment.

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.....



APPENDIX C:

OPEN-ENDED RESPONSES TO DISCRIMINATION EXPERIENCED

<i>Because I am a white man, I am told now and then by my employees that I am being racist when I try and reprimand them for something. They think just because of my skin colour I have right to call them to order.</i>
<i>Being a foreigner makes it hard to fit in at work because you are told you are a kwerekwere and treated funny.</i>
<i>Being called umlungo for being white or having "rich white people" because of my interests/hobbies.</i>
<i>Being Indian brings some form of discrimination, especially when it comes to my appearance, they think it's inappropriate and unprofessional.</i>
<i>Black people are unethical in their job, never able to finish their task on their own.</i>
<i>It is difficult as an Afrikaaner in this country to do your job without being called a racist, when you try discipline staff as their manager, they think you are doing so because they are black and you are white.</i>
<i>Like saying someone if he or she does something wrong it is because they are Pedi or Shangan.</i>
<i>When you are a sangoma it is hard for people to understand your life so they judge you saying you are witchcrafting them.</i>
<i>As a black woman it is difficult to get promotions because men, especially white men, are given preference in my work place.</i>
<i>Been told by senior management I cannot attempt to apply for director positions due to it being a BEE position and there is no growth for Caucasians in senior positions.</i>
<i>Discrimination against my home language.</i>
<i>I experience discrimination in my workplace because of my church.</i>
<i>Older staff always try to use their age so that you can do their job for them just because they are older than you, forgetting we are both here to work.</i>
<i>Not getting a promotion because of my ethnicity.</i>
<i>Promotions here at work are only given to people who have the same skin colour instead of merit.</i>
<i>Senior staff has a tendency of not understanding when a junior staff member refuses to do a duty that isn't on their job description, using lines like "You are my child, as an elder you should adhere to my request".</i>
<i>There are certain people of certain skin colour that are shown preference and given special treatment in the workplace because they are white.</i>
<i>When people from the same culture give one another promotions in the workplace.</i>
<i>They don't consider speaking English due to them being the majority so I can't share my cultural differences but they will share theirs.</i>

APPENDIX D:

OPEN ENDED RESPONSES TO EFFECTS OF DISCRIMINATION ON RESPONDENTS' PERFORMANCE

<i>Cultural discrimination can affect your ability to do your job e.g. if your manager tells you hey black person come here, you won't be happy.</i>
<i>Cultural discrimination in the workplace can demotivate a person and that can lead you to not doing your work to your full potential.</i>
<i>Demotivates a person due to lack of commitment and unethical ways of giving previously disadvantaged people preference.</i>
<i>Demotivating and feeling like getting another job.</i>
<i>Having to actually consider my instructions based on how culturally it could come across when tasks have to be done. This sometimes affects the performance.</i>
<i>I am not happy every time I come to work because of the unfair working conditions.</i>
<i>I don't want to be in the department anymore. Makes my mood negative.</i>
<i>I feel demotivated when having to go to work.</i>
<i>In my workplace I've seen that my colleagues are afraid of talking English so I find it hard to communicate with some of my colleagues who don't speak English.</i>
<i>It becomes a problem to communicate due to the fighting at times because of the race issue.</i>
<i>It is difficult to do your job when people are not understanding of your beliefs and struggle to respect those beliefs.</i>
<i>It is difficult working with people that keep raising the race card every time they do not like something making it difficult to perform my duties.</i>
<i>It makes me feel bad and humiliated.</i>
<i>Made me feel inferior to my peers, I felt that I didn't belong and that I wasn't accepted.</i>
<i>There is no discrimination in my work because everybody is doing their duties in his or her department.</i>
<i>There is no point giving your all at work, if you know people are given more opportunities because of their race.</i>
<i>You are not motivated to go the extra mile.</i>
<i>You feel intimidated and would tend to avoid working with those people.</i>

APPENDIX E:

GRAMMARIAN CERTIFICATE

22 Krag Street
Napier
7270
Overberg
Western Cape

1st June 2019

TECHNICAL & LANGUAGE EDITING

Cheryl M. Thomson

THE IMPORTANCE OF EFFECTIVE CULTURAL DIVERSITY TRAINING PROGRAMMES FOR HOTELS

Supervisor: Dr Hema Kesa

This is to confirm I, Cheryl Thomson, performed the language and technical edit of the above-titled Master's dissertation of **THABISO NKITSENG**, student number **200918003**, at the UNIVERSITY OF JOHANNESBURG, in preparation for submission of this dissertation for assessment.

Yours faithfully



CHERYL M. THOMSON

Email: cherylthomson2@gmail.com

Cell: 0826859545

Landline: 028 4233076